# *Three Decades of Progress*

## EASTERN KENTUCKY STATE TEACHERS COLLEGE

1906-1936

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## 1906-1936

RICHMOND, KENTUCKY

Prepared by Members of the Faculty

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# THREE DECADES OF PROGRESS

## Eastern Kentucky State Teachers College

Jonathan T. Dorris, *Editor*

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# FOREWORD

Thirty years ago when Governor J. C. W. Beckham signed the bill establishing Eastern, the typical teacher of the state possessed a seventh grade education. There was not at that time a county high school in Kentucky; only a few of the larger cities maintained secondary schools. The University of Kentucky had not yet been established; the Agricultural and Mechanical College was small and limited in its services to the youth of the Commonwealth. The attendance in the private colleges was less than it is today and their influence was not nearly as effective as it is at present.

Three decades have passed since Eastern Kentucky State Teachers College came into existence. The typical Kentucky teacher now has two or more years of college education. There are over 700 high schools enrolling approximately 70,000 students. The state maintains four great teachers' colleges for the preparation of teachers. These colleges enrolled from five to six thousand students every year. The majority of these students are teachers in service who spend a part of each year making further preparation for their work. The University of Kentucky has come into being and has attained national recognition. The private colleges of the state are greater today than at any time during the century or more of their splendid history.

With the establishing of Eastern and Western a new spirit of education pervaded the state. All schools appeared to have prospered as a result. A new value was placed on the importance of education. Enthusiastic teachers better educated for their work returned to their homes to stimulate an interest in schools. As the teachers became educated, better schools were taught. Children were prepared for high schools. Secondary schools were organized and their graduates were interested in going to college. The development in education during the past three decades has been much greater than during the period from 1792 to 1906. It is not our purpose to intimate that this great growth is due wholly to the work of the teachers' colleges,

although these schools are entitled to much credit for this development. The spirit that conceived these colleges has been for thirty years working through them and all other colleges and schools to the end that a great cultural development in the Commonwealth has been the result. Education begets education. The more education a people get, the more they want.

During the thirty years of our history, Eastern has enrolled approximately 35,000 different students. These have returned for the most part to their communities to lift the intellectual life of their people. They have served their state and nation in the promotion of the general welfare. Members of the faculty of Eastern have found time in their busy lives to write these chapters lest the history of the early years of the college be forgotten. Doubtless many things have been overlooked that should have been recorded. Much has been omitted due to lack of space.

We wish to acknowledge our appreciation for the untiring efforts of the authors of these chapters.

H. L. Donovan, *President.*

# CHAPTER I.

## TEACHER-TRAINING IN KENTUCKY PRIOR TO 1906

By Mabel Pollitt Adams

It has been deemed advisable to include in this book a chapter on the history of teacher-training in Kentucky prior to 1906. The chapter must inevitably be brief, because of the failure on the part of a great commonwealth to provide what is today recognized as an essential and indispensable link in her educational system, namely, teacher-training centers. Looking back after three decades upon what has been accomplished by such a program, one is unable to comprehend why Kentucky was so apathetic in this respect for more than sixty years after she had provided for a system of common schools.

Doctor H. L. Donovan points out in his study entitled *A State's Elementary Teacher-Training Problem (Kentucky)* that the first Superintendent of Public Instruction in Kentucky, the Reverend Joseph J. Bullock (1838-39), in his initial report to the General Assembly urged "the founding of one or more normal schools for the purpose of training the sons of the soil for teaching . . ."

Doctor Donovan continues:

> The voice of the first superintendent went unheeded; his plea fell upon deaf ears. The Legislature made no move in the direction of establishing training schools for teachers. But the first Superintendent of Public Instruction was no more unsuccessful on this issue than the long line of his distinguished successors was destined to be. Sixty-eight years came and passed before a legislature heeded the sane advice of these educators. Fifteen different Superintendents appeared before more than thirty sessions of the General Assembly in behalf of teacher training, soliciting, counseling and persuading the members to provide normal schools, before these institutions were permanently established. Their recommendations were frequently supplemented by recommendations from the Governor in behalf of the cause of teacher-training. But an indifferent or hostile General Assembly always either ignored the recommendations or voted them down. . . .
>
> The most desperate struggle in the history of school legislation in Kentucky was the fight to create state-supported institutions for the training of teachers. The State was forty-six years (1792-1838) in being persuaded that it was its function to educate the children, but it took one hundred and fourteen years

(1792-1906) to convince the people that it was the function of the State to retrain teachers.[1]

The year 1838, in which Kentucky established her common school system, is a landmark in the history of the teacher-training movement in the United States, for it was in this year that the first normal schools in America were assured. Two schools were accordingly opened the following year in Massachusetts, one in Lexington in July, 1839, the other in Barre in September.

At present, it seems remarkable that Kentucky did not give more consideration to the establishment of such schools, but it is quite likely in that day of scant communication and publicity that the Kentucky legislators were entirely unaware of the important legislation being enacted in the Bay Colony State.

### TRAINING SCHOOL FOR TEACHERS AT TRANSYLVANIA

Kentucky had for many years enjoyed an enviable reputation in the "Old Southwest" by reason of the well-deserved fame of Transylvania University, established in 1799 at Lexington. Its faculties, particularly those of the Law and Medical Departments, and the scholarly achievements of its graduates had made the school famous throughout the new section west of the Alleghenies. Students from all this territory flocked to the "Athens of the West" to study under masters of law and medicine and letters. The history of this institution has been ably related by Dr. Robert Peter and his daughter, Miss Johanna Peter, and constitutes one of the most interesting of the invaluable series of Filson Club publications.[2] Thomas Speed, Secretary of the Filson Club, in the preface to this volume says:

> No university in this country was ever inaugurated on a broader or better plan. It was to be a central university, with a seminary in each county of the surrounding state to supply it with students. To inaugurate this system, each of the early counties in Kentucky was given six thousand acres of land by the state to secure the necessary buildings and start its seminary. Had this system been adhered to, Transylvania would today be one of the leading universities not only of this country but of the whole world. It was doomed, however, to be sacrificed upon the inconsiderate altar of denominational antagonisms. Different and

[1] H. L. Donovan, *A State's Elementary Teacher-Training Problem (Kentucky)*, George Peabody College for Teachers Contributions to Education, No. 17, Nashville, 1925.

[2] Robert and Johanna Peter, *Transylvania University* (Filson Club Publication, Number 11).

opposing religious sects struggled for its control and in the conflict the University was consumed by the fervor of their contests.

However, this is neither the time nor the place to review the harrowing details by which Transylvania was shorn of her glory and prestige. Dr. Robert J. Breckinridge, one of the most brilliant men ever to serve the educational system of the State, was the superintendent at this time (1850). He was quick to see the possibility of attaining the *desideratum* of every state superintendent before him. He suggested a plan for the reorganization of Transylvania University whereby it should become a state school for the training of teachers. Fruition of the plan, however, was not destined to come until six years later during the administration of his successor, Dr. John Daniel Matthews.

By 1856 it had become quite evident to the trustees of Transylvania that no academic resuscitation was probable, and, accordingly, a memorial was presented by them to the Legislature. This memorial, signed by six of the most prominent Lexingtonians of their day—Madison C. Johnson, Benj. Gratz, J. J. Hunter, R. W. Wooley, W. A. Dudley, and Joel Higgins—proposed to turn over to the State the entire properties of Transylvania for the purpose of establishing a teacher-training institution in Kentucky. These properties as enumerated by them were as follows: a campus of fifteen acres, on which were located several buildings (among them the classic Morrison Hall, which remains the present gem of the Transylvania campus), a perpetually endowed professorship, stocks and bonds, the total of all the properties being estimated as exceeding in value one hundred thousand dollars.

Thus, within the historic halls of the oldest educational institution in America west of the Alleghenies, with an endowment far exceeding any provided for in the eastern and older commonwealths, with a state appropriation of twelve thousand dollars per annum, Kentucky opened her first state training school for teachers. The attendance on the first day, September 7, 1856, numbered more than eighty, which number increased shortly to one hundred nineteen. These numbers are in striking

contrast to the scant enrollment of the opening sessions of the Massachusetts normal schools eighteen years previous.[3]

A president, Dr. Lewis W. Green, and five professors, "men of talents, learning and aptness to teach," had been provided for. Thus equipped, the school began its operations, and the State Superintendent reported to the next legislature: "The state has every reason to be proud of her school for teachers and to cherish it as the apple of her eye."

It is difficult to comprehend why the project enthusiastically entered into by all parties in 1856 should have encountered, almost immediately, destructive opposition. Miss Peter says that "party opposition, under the plea of unconstitutionality, put an end to this beneficent project after a trial of only two years; and thus Kentucky lost a Normal School, and Transylvania lapsed again into a spiritless mediocrity."[4]

It has been said that, by the abandonment of this first state training school for teachers, a retrograde movement was given the State, the results of which were apparent for at least a quarter of a century. As a matter of fact, however, it was exactly twice that long before Kentucky had again actually in her possession a system of state-supported schools for the training of teachers. What she lost in that interval in trained citizenry, human calculation can never estimate.

### KENTUCKY MILITARY INSTITUTE

More than twenty years elapsed before any other legislation was passed with reference to a normal school which had state sponsorship. In 1878, State Superintendent H. A. M. Henderson secured the necessary legislation to enable him and his State Board of Education to conduct a school for ten weeks during the summers of 1878 and 1879 at the Kentucky Military Institute, then located at Farmdale, six miles from Frankfort.

This school does not seem to have received any financial aid from the legislature, which merely gave its official sanction to permit the granting of certificates upon the completion of a

[3] Only three young women (and no men) appeared at Lexington, Mass., on July 3, 1839, the date set for the opening of the first normal school venture. At Barre two months later, twelve women and eight men enrolled on the opening day of the second normal school established in Massachusetts.

[4] *History of Transylvania, op. cit.*, p. 174.

curriculum prescribed by Superintendent Henderson and his colleagues. The certificate was designated a state certificate and was valid for five years. According to the reports, between thirty and forty students were in attendance the first summer, most of whom were applicants for the certificate; the following year, however, the attendance dropped off and the next legislature failed to make any provision for the continuation of the "experiment," as the superintendent's report described it.

### The Agricultural and Mechanical College of Kentucky

The final provision made by the State with reference to her teachers prior to 1906 was that which was incorporated into the charter of the Agricultural and Mechanical College of Kentucky upon its reorganization in 1880. It was in this year that the institution which is now the University of Kentucky was detached from its ill-starred union of fifteen years with the old Kentucky University, and moved to its present location in the southern section of Lexington, there to set up an independent existence. One provision of its new charter stipulated that "in addition to the regular four-year collegiate period of instruction there should be established, in connection with the college a normal department, or course of instruction for irregular periods, designated particularly, but not exclusively, to qualify teachers for common and other schools."

It is perhaps to be regretted that the first state support for the training of teachers since 1858 should have been included in the program of an agricultural and mechanical college. Dr. H. L. Donovan has well summed up the situation:

> The atmosphere of this institution was not conducive to develop trained teachers . . . The professors of this department were not held in high academic esteem by their colleagues; and likewise the students of the Normal Department were, in the common estimate, ranked lower than those of the other colleges. Laboring under such handicaps, the school never attained the influence that it would have under more auspicious circumstances. It failed to reach any considerable number of teachers. Nevertheless, the faithful teachers in this Normal Department did all any group of men could do under the circumstances, and exercised a marvelous influence over the few who came to them for instruction . . . In 1907 this Department was discontinued and a Department of Education of the College of Arts and Science of the University, with collegiate rank, was established.[5]

[5] H. L. Donovan, *op. cit.*, p. 17.

Some of the men connected with this Normal Department were A. M. Peterman, Professor J. T. C. Noe, Professor Milford White, and Dr. Ruric Nevel Roark, who became the first president of the Eastern Kentucky State Normal School, when it began operations at Richmond, in 1906.

### STATE PROVISIONS FOR TRAINING OF COLORED TEACHERS

Strange as it may seem, Kentucky established a professional training school for her colored teachers twenty years before she set up independent centers for white teachers, providing in 1886 an appropriation of $7,000 for buildings and an annual $3,000 maintenance appropriation. The school, known as the Kentucky Normal and Industrial Institute, was located at Frankfort and from time to time has received considerable increases in the appropriations, commensurate with the service it renders.

### CERTIFICATION AND PRIVATE VENTURES IN TEACHER-TRAINING

Although the heading of this section is stated to be private ventures in teacher-training, it might be more accurately stated to be private schools for preparing prospective teachers for "passing" the teachers' examinations. Little attention in the early years of these schools was given to teacher-training, but most of the effort was directed toward enabling persons to "pass" the prescribed examinations. As a matter of fact, in the first few years following the establishment of Kentucky's common-school system, the matter of certification of teachers is extremely vague. In 1838 mention was made of a certificate, but it was not until four years later that an examination was specified, and this presumably was an oral one.

During Dr. Breckinridge's term of office, legislation was enacted to the effect that the commissioners shall appoint one or more examiners of teachers whose duty it shall be "carefully to examine all applicants as to their qualifications to teach the elements of a plain English education." The certificate, it was stated, "may be permanent, or only for a year." Elsewhere in the statutes of this administration a "plain English education" is described as "including grammar, arithmetic, and geography."

In 1864 a revision of the certification laws was effected during Superintendent Daniel Stevenson's administration, and we

read of two classes of certificates: first class,[6] renewable and good for two years,[7] granted to persons well qualified to teach; second class, good for one year and not renewable unless the teacher shows improvement.

In 1878 three classes of certificates and a possible fourth were specified, namely, first class and second class with two grades in each class. "Those who understand clearly the principles involved, as well as the forms, shall be entitled to first class, first grade; those who know the forms well and have a knowledge of principles, . . . shall be entitled to first class, second grade; those who know the forms well, but not the principles shall be entitled to second class, first grade." The second class second grade was issued only as an emergency certificate good for only one term in case no other teacher could be obtained for a given district. The first class, first grade certificate was valid for four years with a possible extension of four years, while the other two classes were valid for two years, were not renewable, and could not be issued more than twice to the same person. All certificates, however, were valid only in the county in which the applicant appeared.

Dr. Henderson, during whose administration the above certification laws were passed, did much to improve the standards of certification and insisted upon the examiners' refraining from extravagant comments, citing as one of the worst instances the examiner who wrote: "The bearer, Mr. B——, appeared before me for examination, and I hereby certify he is the most remarkable man for a school teacher I ever saw."

Still later, certificates were granted on the following bases: first class, obtained on an average grade of 85 per cent, good for four years with a possible extension of four additional years; second class, requiring an average grade of 75 per cent, good for two years; and a third class requiring an average of 65 per cent, good for only one year, and not granted twice to an applicant.

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[6] Barksdale Hamlett, *History of Education in Kentucky*, p. 78.

[7] Miss Elizabeth Dabney's Master's thesis, University of Kentucky, "History of Education in Mason County", says that a former teacher of Mason County told her that about this time he was examined. The only question asked him was to describe the Danube River. Having given a favorable answer, he was granted a two-year certificate. Some examination questions of 1874 are valuable as exhibiting the type of scholarship expected. In arithmetic, for example, one of the questions is: If ¼ of an orange costs 1½c, what will ⅝ cost? In reading: What are some of the principles to be guarded against?

There were also two other types of certificates which were obtainable through examinations, the "State Certificate" and the "State Diploma." Both of these certificates were state wide in their validity: the former, good for a period of eight years with a possible extension of eight additional years, was secured by making an average grade of 90 per cent on a series of examinations covering the so-called common school examinations required in the county certificates, also algebra, English, and American literature; the State Diploma required an average grade of 95 per cent in all the subjects required for a state certificate together with examinations in geometry, physics, and two years of Latin, and it certificated for life.

To prepare candidates for these examinations, there gradually grew up in many sections of the State educational institutions called normal schools. These were of two types. The independent city or graded school, located generally in the county seat, permitted prospective teachers to enter for the final ten or twelve weeks of the school term, upon the payment of a tuition fee. "Normal Review" courses were organized, intensive study, drill, and memory work stressed, all of which was designed to enable the candidates to "pass" the teachers' examinations. The other type of normal school was purely a private enterprise. "Sixteen private normal schools were active in 1880, when the first gesture was made by the State to train its teachers."[8] Some of the better known of these will be mentioned.

Perhaps the most successful of all was the Southern Normal School, located at Bowling Green, which became in 1906, under the same president, Dr. H. H. Cherry, the Western Kentucky Normal School. This school had enjoyed a splendid reputation and had attracted a large number of students for many years. It had its inception in Glasgow in 1875 under the inspiration of Professor A. W. Mell, who came to Glasgow from the National Normal University at Lebanon, Ohio. In 1884 upon the invitation of several leading citizens at Bowling Green, Professor Mell removed from Glasgow to occupy the site and buildings of the defunct Bowling Green Female College. By

[8] H. L. Donovan, *op. cit.*, p. 21.

1890 the school had made rapid growth and continued to expand under the leadership of President H. H. Cherry.

The school at Glasgow, as has been said, dates back to some years earlier. It was the lineal successor of three older schools, the Barren County Seminary, Urania College, and the Liberty College for Women. The Legislature of 1876 granted a charter to the Glasgow Normal School and Business College with power to hold annual commencements and public examinations, also to "confer such honorary degrees and diplomas as is usual in colleges and high schools of the commonwealth." A further provision was that any graduate holding a diploma "shall be deemed qualified to teach in any common school in Kentucky, and the same shall stand in lieu of a first class, first grade certificate, for both sexes."

It is interesting to note that board was frequently advanced by the citizens of Glasgow to the prospective teachers to be paid for when they should receive sufficient salary.[9]

After Mr. Mell removed to Bowling Green, Ruric N. Roark, a native of Muhlenberg County, also from the National Normal School in Lebanon, Ohio, was in charge of the school at Glasgow for a period of five years. (Professor Roark later became the first president of the Eastern State Normal School at Richmond in 1906.) Following Roark came A. M. Peterman. The school declined, however, and was defunct after 1890.

Dr. McHenry Rhoads, formerly State Superintendent of Public Instruction in Kentucky, has stated:

> Another venture in teacher-training about that time was the West Kentucky Classical and Normal College at South Carrollton, Kentucky. This school was established in 1874 under the name of Male and Female Institute. In 1886, a teacher-training department was created. Diplomas from the institution were made valid as State Certificates.
>
> In the same year, Hartford College added a teacher-training department and the Legislature gave the graduates of that institution, holding diplomas therefrom, the right to teach in any public school in the State without further examination.
>
> . . . There were a few other private institutions of lesser rank which gave teacher-training. Some of them had the legislature to make their diplomas equivalent to state certificates. With the establishment of the regular state normal schools a new certificating law became effective.

[9] Palmore, *History of Education in Barren County, Kentucky.* (Master's thesis in University of Kentucky Library.)

In the eastern section of the State one of the best known schools was developed at Normal, Kentucky, a suburb of Catlettsburg, under the leadership of Miss Neptha Savage, afterwards Mrs. Mordecai Williams. Mrs. Williams was a vigorous woman, a well trained teacher, a graduate of Dr. Alfred Holbrook's famous normal school at Lebanon, Ohio, and conducted for many years one of the best private normal schools in the State. Still another school was established in 1887 at Morehead, Kentucky, by Mrs. Phoebe Button and her son, F. C. Button. This is the school which later was transferred to the State when, in 1922, the State increased its number of training schools for teachers to four. The school was known as the Morehead Normal School and was chiefly under the control of the Kentucky Christian Missionary Society.

In an adjoining county, Carter, in 1905, Professor J. W. Lusby began offering courses at high school level, designed to prepare teachers for the county schools of Carter and adjacent sections. In Lewis county, a flourishing local normal school existed for many years, offering only ten-week courses in the spring under the direction of Professor T. M. Games. In the southern section of the State similar schools existed in Casey county, at Whitesburg in Letcher county, at Beattyville in Lee county, and at Barbourville in Knox county. It is well-nigh impossible to get a complete list of these schools, inasmuch as there are few catalogs extant. Indeed, many of the schools never issued catalogs, but depended upon newspaper publicity and printed handbills.

Old Central University, founded in Richmond in 1874 by the Kentucky Synod of the Southern Presbyterian church, whose campus and properties were later transferred to the Commonwealth of Kentucky for the purpose of locating the Eastern Kentucky State Normal School, maintained four collegiate institutes, or preparatory schools, in connection with a program of state-wide contact. Six schools were originally contemplated, but apparently only four were organized. One was on the campus in Richmond, and the others were at Jackson, Elizabethtown, and Middlesboro. All of these schools offered normal courses. The catalog of the one at Jackson for 1898-99 describes

in detail the courses and classes available for "teachers of all grades."[10]

Likewise upon the campus of the mother school in Richmond, as indeed in many other colleges in Kentucky and the South, a normal department was set up. The catalog of Central University for the year 1892-93 outlines the course of study known as the Teachers' Normal Course.[11] It also describes summer courses beginning June 19 and closing July 15, 1893, which were intended "to meet the wants of two classes of persons, teachers in the public schools throughout the state who are ambitious to fit themselves for higher grade certificates and better work in the schoolroom, and young men and women fitting for college."

### The County Institute

The chapter should not be closed without some reference to still another effort at professional training in this barren period. Meager though it was, the Teachers' County Institute for many years was the only substitute for the longer period of pedagogical instruction. The institute was provided for by law in 1870. Superintendent Henderson, addressing the next legislature, urged the necessity of substituting in its stead a state normal school.[12] "No system of institutes, however efficiently conducted," he stated, "can be anything more than partial substitutes. The necessary brevity of their sessions, the extemporized teaching, the variety of methods, and the conflict of opinions serve to modify the utility of the institute system. In connection with a state normal school they would be more useful than now."

His plea, however, was disregarded and the county institute as such was continued in Kentucky until about 1920. The institute was generally in session a week, during which period all the teachers in a county were gathered together, usually at the county seat. A visiting instructor was present, often a man of good professional training. During this week intensive study of the courses of study was entered into, the new

[10] See Chapter XV for an account of Central University.

[11] Complete sets of catalogs of Central University are in Eastern's Library and the library of Centre College.

[12] Barksdale Hamlett, *op. cit.*, p. 124.

and inexperienced teachers were given definite instruction along practical lines, while better teachers assisted in endeavoring to demonstrate good pedagogical devices. Indeed, it is greatly to the credit of Kentucky educators that they faithfully carried out the best features of these county institutes for more than thirty-five years, despising not the day of little things, as they hoped and looked for a better day.[13]

## CONCLUSION

This chapter discusses the rather disheartening period for the training of Kentucky teachers prior to 1906. It is impossible to overestimate the losses suffered by Kentucky in an educational way during the first century, and more, of her statehood by reason of her failure to recognize that she needed an intelligent and well trained body of teachers. She was not, however, alone in her maze of errors, for the history of many sections points to similar deficiencies. It is the hope, however, of all connected in any way with her educational system that the mistakes of the past may never be duplicated, but rather that a clear recognition of the value of excellent teachers to a state may spur all to greater efforts.

[13] Syllabi for the daily exercises of these county institutes were published and distributed from the office of the Superintendent of Public Instruction. A copy of the one for 1890, in the editor's possession, contains forty-three pages of outlines for work in reading, spelling, writing, grammar, language, composition, civil government, geography, United States history, school laws, theory and practice of teaching, organization of district schools, school government, arithmetic, physiology and hygiene and the solution of educational problems. This syllabus, the introduction to which was written by Joseph Desha Pickett, appears to be arranged for a five-day institute, but it contains enough subject matter for at least a semester.

# CHAPTER II

## THE FOUNDING OF EASTERN

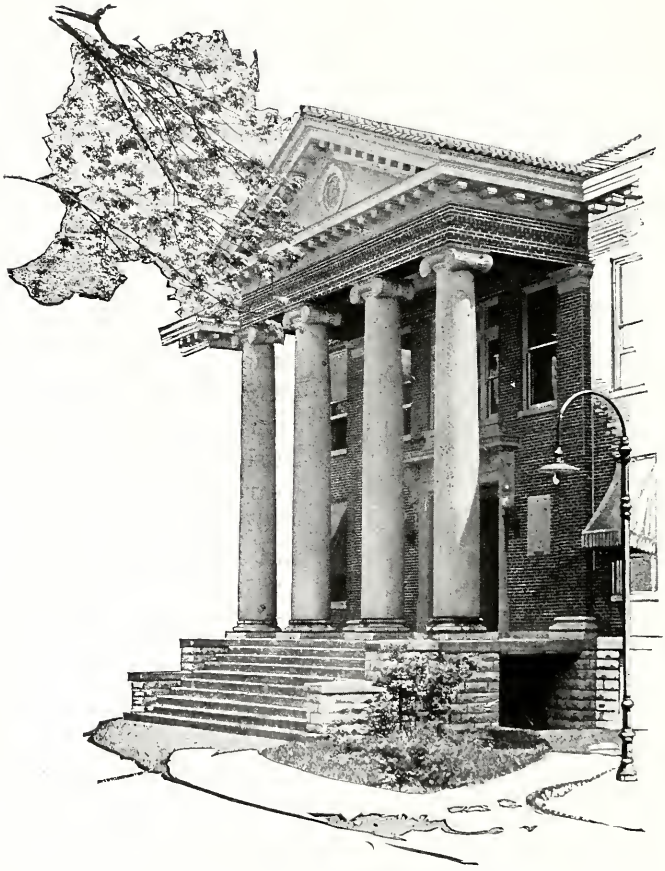
By Jonathan T. Dorris

JERE A. SULLIVAN

A life-long friend of popular education, the late Jere A. Sullivan, Richmond attorney, was influential in the founding of Normal Schools in Kentucky.

"Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained." When James Abram Garfield wrote these words (July 12, 1880), accepting the nomination to the presidency, the twelfth Superintendent of Public Instruction in Kentucky, Joseph Desha Pickett, was in the first year of his long term of office (1879–1887). Every one of Mr. Pickett's eleven able predecessors had recognized the truth which Garfield later so classically expressed, and had in turn urged the Legislature of the Commonwealth to establish schools for the training of teachers. And it may be said that this educational maxim, penned by the first college president to be elected President of the United States, was restated by Superintendent Pickett when he eloquently declared:

> In the Normal School, the State lays the very foundation of self perpetuation. She opens the future to her own prosperity. She builds the bulwarks of her own strength, by giving might to her coming citizen, when she gives to herself the Normal School, perfect in its parts, strict in its purpose . . . to equip the teacher for the training of her children and for the development of her future citizen and her future lawmaker.



RURIC NEVEL ROARK BUILDING

Pickett's eloquence, however, was of no avail;[1] and, furthermore, as in the instances of his predecessors,[2] similar recommendations by his first three successors likewise received no substantial consideration.[3] Nevertheless, like the proverbial dripping of drops of water that finally wears away the stone, the voice of the leaders of public education in the State was finally heeded. But not until a comprehensive and thorough educational campaign had been planned and executed were the citizens of the Commonwealth awakened to the urgent need of state schools for the preparation of teachers. When that had been done the Legislators, influenced by an enlightened and aggressive citizenry, unanimously acceded to the teachers' demands.

## THE EDUCATIONAL IMPROVEMENT COMMISSION

In 1904 the teachers of Kentucky, after sixty-five years of agitation, took a definite and effective step toward developing sufficient sentiment to cause the General Assembly at its next session to establish a permanent and adequate system of public normal schools. In fact, other improvements in the school system of the Commonwealth were contemplated when the Kentucky Educational Association, meeting at Maysville in June, created a committee to consider the organization of an Improvement Commission to promote a better educational program in the State. The following April Superintendent of Public Instruction, James H. Fuqua, called a conference of educators and other citizens at Frankfort to consider similar plans. The outcome of this meeting was a committee to confer with the one appointed at Maysville.

These committees recommended to the Kentucky Educational Association, at its annual meeting at Mammoth Cave in

[1] During Pickett's administration the State Teachers Association secured the introduction of a bill in the Legislature providing for a one-room normal for whites and a one-room normal for negroes in each Congressional district. The joint committee to which the measure was referred would have recommended its passage if Pickett had not disapproved the movement. Pickett recommended state schools for the training of teachers but he did not want such inconsequential institutions as this bill provided. His opposition greatly displeased the committee of teachers advocating the bill. See *Proceedings of the Kentucky State Teachers Association*, December, 1884, p. 34 et seq.

[2] No recommendation for state normal schools appears in Hon. H. V. McChesney's report, 1899-1903. The omission was surely an oversight.

[3] Barksdale Hamlett's *History of Education in Kentucky* contains every Superintendent's recommendation from Bullock (1838-39) to Fuqua (1903-1907) for state normal schools. Dr. H. L. Donovan's *A State's Elementary Teacher-Training Problem (Kentucky)*, Nashville, 1925, Chapter II, gives a good account of efforts to obtain state normal schools in the Commonwealth from 1838 to 1906.

June, the organization of an Educational Improvement Commission. The primary purpose of this body was "to conduct an educational campaign in order to create public sentiment and stir public enthusiasm in favor of thoroughly trained and equipped teachers, for the Public Schools of the Commonwealth; [in favor of] a system of State Normal Schools, as the necessary measure of training and equipping teachers for higher professional service; [in favor of] better school houses and better

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equipment for them; [and in favor of] longer terms and larger salaries for teachers."[4] The joint committee also recommended the creation of a "State Central Committee of citizens and teachers" to be composed of three persons from each of the eleven Congressional districts of the State. The purpose of this body was "to cooperate with the District Educational Associations . . ., with the County Associations and Institutes, with County Superintendents, and with other Educational bodies and officials, in creating popular interest in Education, in Kentucky."

The Mammoth Cave Convention created an Executive Committee of five to act for three years as an advisory council to the

[4] See the *Southern School Journal* for 1905, especially the September number.

officers of the Educational Commission. This committee was authorized to define the policies, to outline the administration, to control the finances, and to nominate the officers of the Commission. It was also to prepare a constitution and by-laws for the Commission, to be ratified by the Association at its annual meeting in June, 1906.

The Executive Committee was composed of Dr. E. E. Hume, of Frankfort, Chairman; Superintendent E. H. Mark, of the Louisville Schools; Supt. James H. Fuqua; President H. H. Cherry, of the Southern Normal School at Bowling Green; and Superintendent J. A. Sharon, of the Paris High School. These gentlemen chose Superintendent M. O. Winfrey, of Middlesboro, President, and Hon. E. R. Jones, of Frankfort, Treasurer of the Commission. "As the Executive Committee was unwilling to make a nomination at that time for Secretary, the Kentucky Educational Association . . . authorized" the election of President M. O. Winfrey "to act as Secretary, which he did for more than two years."[5] The State Central Committee of thirty-three, with perhaps one exception, was composed of two prominent laymen and one outstanding schoolman from each Congressional district. With this organization the Kentucky Educational Association launched perhaps the most important campaign for the improvement of education that has ever been conducted in the State. This movement increased in magnitude until, under the able direction of Superintendent J. G. Crabbe (1908-1909), it was characterized as a "whirlwind educational campaign."

The immediate program of the Commission, as outlined by the Executive Committee, was the distribution of literature, "showing the condition of Kentucky as compared with other states of the Union"; the sending of "speakers to various localities to arouse the people"; and the keeping of "a strong Legislative Committee before the next General Assembly to fight for State Normal Schools and other measures looking to the educational uplift of the Commonwealth." It also utilized the press to great advantage in promoting its program. The Committee deemed it necessary at the outset to make it plain as to why the

[5] J. G. Crabbe, *Biennial Report of the Superintendent of Public Instruction*, 1909, p. 336.

Commission was formed. An article in the Glasgow *Times* was given as "very nearly" expressing its sentiments. It stated in part:

> We find that Kentucky is one of the two states of the Union that does not maintain a system of State Normal Schools . . . ;[6] that there are only three states in the Union that show a greater percentage of ignorance among their white population; that less than one-half of our pupil children are attending any school whatever; that there is a very small percentage of the total school fund of the State raised by local taxation; that our State is not keeping pace with the other States of the South in the great educational wave that is sweeping the country; . . . and that public sentiment on educational matters is at a very low ebb and needs arousing.

The objectives of the Mammoth Cave Convention were highly commendable. Apparently they included every immediate and remote need in the field of popular education. Not only were adequate teacher-training institutions, supported by the State, determined upon as an immediate goal, but the development of a highly professionalized and well-paid body of teachers, unhampered by "partisan politics, sectionalism, and personalities," was also contemplated. Further, a more efficient administrative system, devoid of nepotism and the menacing and pernicious evils attending the existing trustee system of rural teacher appointment, was an ultimate objective.

The magnitude of the task which the educational forces of the State had undertaken in 1905 required considerable funds. Voluntary subscriptions exceeding five hundred dollars were raised at the Mammoth Cave Convention. Soon thereafter county teachers associations made contributions. A total of $1,058.00 came from the nine counties of Warren, Barren, Monroe, Mercer, Elliott, Rowen, Owen, Pike, and Washington.[7] During a tri-county institute at Frankfort $350.00 was raised, each of the thirty teachers of Woodford County giving three dollars and their superintendent twenty, from their meager salaries.[8] In this heroic manner the teachers of Kentucky manifested their earnestness in the cause, and a fairly large sum was placed at the disposal of the commission.

The work done by the educational forces of the State from June, 1905, until January, 1906, was considerable. The press

[6] Arkansas was the other.
[7] *Southern School Journal*, August, 1905, p. 16.
[8] *Ibid*, p. 25.

was utilized and nearly two-hundred newspapers devoted space to the program, some setting "apart a column or two for school news exclusively". Laymen spoke and wrote and teachers worked unceasingly. *The Southern School Journal,* published at Lexington by Rice S. Eubank and Thos. W. Vinson and edited by J. C. Willis, continued to utilize every means possible to increase sentiment favorable to the Commission's objectives.[9] The service rendered by this "Official Organ of the Kentucky State Board of Education" can hardly be overestimated. For months before the Mammoth Cave Convention its pages had given pictures and articles about public normal schools in other States. This glowing information, from Illinois and Indiana especially, aroused much interest in the subject. More than half of the *Journal's* pages in the December (1905) issue were devoted to the need of state normal schools in Kentucky. Articles by educators in other states were certainly helpful to the cause, but it was the efforts of Kentuckians that accelerated the movement and crystalized public sentiment to the point where victory was certain. Two laymen deserve special mention—Judge W. M. Beckner, of Winchester, and Judge M. C. Saufley, of Stanford. Their scholarly articles in the *Southern School Journal* surely had great influence upon those whose support was uncertain. Judge Beckner, who had helped make the State's last constitution, wrote:

> If it be conceded that properly prepared teachers are necessary to the proper organization of a school system in Kentucky, the question of normal schools is no longer one of policy. The legislature has no discretion in the matter. Our new constitution declares that the 'General Assembly shall by appropriate legislation, provide for an efficient system of Common Schools throughout the state.' Can the system be 'efficient' when its chief cornerstone has been left out? We are living under the fourth constitution, adopted since the state was admitted, and this is the first in which such a requirement can be found. It means something, and our legislators should feel it oppress their consciences until they have obeyed their oaths of office to do what the Constitution so clearly demands.

There were many other good points in Judge Beckner's article, but undoubtedly his interpretation of Section 183 of the constitution to mean that the General Assembly was under obli-

[9] The writer is indebted to the late Miss Mattie Dalton for the gift of Volumes XVI–XVIII of the *Southern School Journal* (1905–1908), which have been very useful in preparing this account. The volumes are now in Eastern's library.

gations to establish normal schools to "provide for an efficient system of Common Schools throughout the state" was the most important. And, coming from such source, this opinion had a telling effect on the members of the coming Legislature, for Superintendent Fuqua quoted the whole of Beckner's article in his report to the body.

Judge Saufley also discussed the constitutional phase of the question. He stated that the constitution of 1850 was not mandatory in requiring an efficient public school system. It merely provided that "the 'Common School Fund' shall be held inviolate 'for the purpose of sustaining a system of common schools.'" The organic law of 1850, he stated, did "not declare what sort of a system of schools shall be provided, whether good, better, or best; whether it shall be efficient or less than efficient." The Judge declared that this omission had been supplied in Section 183 of the existing constitution. Then after further discussion he stated: "It would seem like a waste of words to remind the Legislature that lawyers, doctors, pharmacists, mine superintendents, and other classes of professional men must be specially educated for their work before practicing for the public. Why should not a school teacher?" he asked. Judge Saufley's scholarly article was indeed a logical argument for a state system of teacher-training schools.

Space forbids any further consideration of the many other able papers on the subject of normal schools that appeared in the *Journal* in 1905. Suffice it to say that every phase of the subject was well considered. Mention, however, should be made of a few of these articles and their authors. "Some Educational Needs", by Supt. D. S. Clinger, Maysville; "Normal Schools", by President Livingston G. Lord, Eastern Illinois State Normal School; "Kentucky and School Legislation", by Supt. J. A. Sharon, Paris; "Our Present Demands", by Supt. Wm. F. Ramey, Carlisle; and "Educational Needs", by Supt. E. H. Mark, Louisville, stressed the need of state supported schools for the training of teachers.[10]

Late in 1905 the Educational Improvement Commission formulated a petition to be presented to the General Assembly

[10] *Southern School Journal*, December, 1905.

when it met in January. About eight thousand copies of it were mailed to as many educators and other citizens, who were instructed to secure signatures and return the papers as soon as possible. In this manner the Legislature was memorialized to

MEMORIAL HALL, MEN'S DORMITORY

enact a law "to provide for the establishment and maintenance of an efficient system of State Normal Schools . . ., for the specific purpose," the petition ran, "of giving such training to the common school teachers of Kentucky as will enable them to make those schools efficient; thus giving to the children of the 'Great Common People' educational advantages in keeping with that of

the other States of the South and West, and at the same time enhancing the peace, dignity, and prosperity of this Commonwealth''.[11]

## THE LAW ESTABLISHING NORMAL SCHOOLS

The General Assembly which convened at Frankfort in January, 1906, will always be eulogized by historians of education in Kentucky. Perhaps no other body of legislators in the State ever responded more heartily to the electorate's demand for improvement in the public school system. The educational forces, of course, were represented at the Capital to influence action on their program, and Superintendent Fuqua voiced their sentiment by including Judge Beckner's able article, already mentioned, in his biennial report to the Legislature, ''as a clear and concise statement of the situation and of the State's needs for normal schools.''[12]

Governor J. C. W. Beckham, however, approached the subject rather cautiously. In his message to the General Assembly, he said: ''The question of establishing normal schools will be seriously pressed upon your attention, but to do so the money would have to come out of the school fund, for there are no other means now available for such a purpose. If they can be established without seriously trespassing upon the school fund, then I believe it would be a good idea to do so.'' And on the subject of education in general he advised: ''. . . this General Assembly should consider, not the appropriation of more money, but such improvement in the school system as will bring forth more valuable results from the large amount already spent for such purposes.''[13]

On January 9, Hon. Richard W. Miller, Representative from Madison County, introduced a bill which the schoolmen had formulated. It provided for three normal schools, each to receive $50,000.00 for grounds, buildings, and equipment, and $25,000.00 for salaries and other expenses. The measure divided the State into three districts, naming the counties in each and allowing the board of regents of each to determine the location

[11] *Ibid.*

[12] Supt. James H. Fuqua's Report, Dec. 30, 1905, pp. 33–36.

[13] See *House Journal* for 1906, p. 30; also *Southern School Journal*, Jan. 1906, p. 29.

of their school. Other provisions granted six students from each county free tuition and specified that model and practice schools should consist of at least the first five grades, to each of which not more than thirty pupils could be admitted at one time.[14]

As soon as Miller's measure was referred to the proper committee, objections to its passage began to be made. A recent decision of the Appellate Court had reduced the State's sources of revenue, and furthermore, $250,000.00 additional funds appeared necessary to complete the new Capitol then under construction. The normal school bill, therefore, would necessitate more funds than the General Assembly ought to provide at that time.[15] Moreover, a measure allowing $50,000.00 for the normal department of the State College (now the University of Kentucky) was before the Legislature. So conditions appeared to require the preparation of a substitute bill for normal schools. Even the Executive Committee of the Educational Improvement Commission receded from its demand for three schools and decided to ask "for only one state normal school at this time."[16]

Since it appeared that the General Assembly could hardly afford to make sufficient appropriations for three (or even two) normals, sentiment for only one developed rapidly. Soon a bill embodying this opinion began to take form, and it appeared that the school would be located at Bowling Green, for that city offered the State the plant of the Southern Normal School operated there by Messrs. H. H. and T. C. Cherry. Naturally it was apparent that a state school would be so valuable an asset to any community that the Legislature should expect cities to bid for its location. Thus only a small appropriation would be necessary in 1906 to establish a normal school.

Bowling Green, however, had a worthy rival for the State's favor. Richmond had expected, before the Legislature convened, to get one of the schools contemplated. Soon after the Civil War the Southern Presbyterians had established in this city an institution called Central University. Much against the wishes of the people of Richmond this school had been united with Centre College at Danville in 1901. The plant of Central

[14] *House Journal*, 1906, p. 1164.
[15] Lexington *Herald*, Feb. 8, 1906, an article: "Why Richmond's Proposition for a Normal School Should be Accepted."
[16] *Southern School Journal*, Feb., 1906.

University, therefore, was available for a normal, and it was indeed significant that a graduate of this defunct institution introduced the bill to establish three such schools in the State The fact that Central University was a precursor to the State Teachers College in Richmond has caused an account of it to be given in the last chapter of this book.

Mr. Miller soon became anxious over the fate of his measure and especially the probability of the establishment of only one normal and its location at Bowling Green. His fears were shared by others in Madison County, and Hon. Jere A. Sullivan and Hon. W. Rodes Shackelford, of Richmond, soon arrived in Frankfort to aid him. Henceforth, this triumvirate of old Central University graduates and other prominent citizens of Richmond, many of whom were also graduates of Central University, played a conspicuous role in the movement to establish teacher-training schools in the Commonwealth. And it should be borne in mind that these men were determined to have the normal, if there was to be only one, located in Richmond.

Mr. Miller invited Mr. Sullivan to revise his bill. Sullivan, however, soon pronounced it as not worth amending and began to prepare another measure. Feeling the need of a competent schoolman's aid, he invited President H. H. Cherry, of Bowling Green, to assist him. While Mr. Sullivan was working on his substitute bill, Mr. Shackelford was lobbying among members of both Houses to get Richmond chosen as the site of the school. At that time only one was contemplated and its location was likely to be determined by the General Assembly.

It appears that the political set-up at Frankfort was more favorable toward Bowling Green than toward Richmond. Mr. Shackelford soon recognized this and recommended "a compromise by having two normals, one at Richmond and one at Bowling Green." It so happened that the late Dr. R. N. McCormack, Secretary of the State Board of Health and a resident of Bowling Green, had attracted Mr. Sullivan's attention by his earnest advocacy of Bowling Green as a location for the one normal school then under consideration. After Mr. Shackelford's suggestion Mr. Sullivan invited Dr. McCormack to his room in the old Capital Hotel and proposed to him that the substitute bill

provide for two normals. Dr. McCormack agreed to the proposition and the two men made "an offensive and defensive alliance as to two normals . . . to last through that legislature and all future time." The important part of the agreement, of course, was that one of the schools would be located at Bowling Green and the other at Richmond. Mr. Sullivan's substitute bill, therefore, named each of these cities "as the location of one of the two normal schools to be established."[17]

At this point Judge Anthony R. Burnam, of Richmond, and Judge Louis McQuown, of Bowling Green, were invited to Mr. Sullivan's room to pass upon the constitutionality of the measure. President Cherry was also present. Upon being assured that the bill was satisfactory, Mr. Sullivan determined to get Governor Beckham's approval before submitting it to the Legislature. Owing to certain political rivalries between the Governor and Hon. James B. McCreary, of Richmond, Mr. Sullivan deemed it prudent to get a mutual friend to interview Governor Beckham. Thereupon he wired Judge John M. Lassing, of Covington, another graduate of Central University, to come to Frankfort. Judge Lassing adjourned his court, came to the Capital, and secured the Governor's approval of the bill. Beckham told Lassing, however, that he desired an interview with Miller and Sullivan in order to recommend a slight alteration in the measure. In a day or two these gentlemen visited the Governor, who assured them that he approved the bill, and stated that he "would be glad to see a normal school located on the old Central University grounds . . . where he had attended college . . ." He also approved the location of the other normal at Bowling Green, but he believed that the two cities should not be named in the measure, for the inclusion would eliminate the consideration of other places and thereby arouse such opposition that the bill would probably be defeated. The Governor advised a commission to be appointed by him to locate the two schools. This was a new idea to Miller and Sullivan, who retired to consider the matter. Miller was more fearful than Sullivan that a commission would not favor Richmond. When the men resumed the interview the Governor assured them that they might ap-

[17] Article by Hon. J. A. Sullivan, *Richmond Pantagraph*, July 16, 1926.

prove the members of the commission before their appointment.[18]

The change in the new bill recommended by Governor Beckham was made, and on February 9, Henry C. Miller, Chairman of the Committee on Education No. 1, reported to the House the earlier measure known as "House Bill 112", with the new bill as "an amendment thereto by way of a substitute therefor."

SULLIVAN HALL AND BURNAM HALL, WOMEN'S DORMITORIES

Named in honor of Jere A. Sullivan and A. R. Burnam, who were influential in the establishment of the college in Richmond.

On February 14, the first bill with its substitute was recommitted "to the Committee on Appropriations, with leave to report at any time . . ." On March 2 this committee reported and the eighty-three members of the House present voted unanimously for the measure.[19] The bill was taken immediately to the Senate, where on March 8 the proper committee reported it without amendment. "By unanimous consent the rules were suspended and the Senate took up" the measure for consideration. Two attempts to amend were defeated. The significance of a part of one of the proposed amendments deserves mention,

[18] *Ibid.*
[19] *House Journal*, 1906, pp. 92, 516, 585, 1173, 1183.

since it would have restricted the schools to only "those subjects and courses of study which prepare students for teaching in the public schools." The motive for this attempt to amend was evidently a desire to restrict the schools to the preparation of teachers. The amendment was advocated by the Executive Committee of the Association of Kentucky Colleges, which on February 24 had appointed a committee "to visit Frankfort to induce the Legislature to amend the law then pending . . . so as to limit the power of said schools in the direction of granting literary degrees."[20] Finally, however, the bill was ordered to be read the third time, and the "third reading being dispensed with, the vote was taken". There were present thirty-four Senators, all of whom voted for the measure.[21] On March 21, it received Governor Beckham's signature and became a law.

The salient features of the law were:

(1) The establishment of two institutions to be known as "The 'Eastern Kentucky State Normal School', to be located in Normal School district No. 1, and the 'Western Kentucky Normal School', to be located in Normal School district No. 2, the boundaries of which" were fixed by a commission appointed by the Governor.

(2) The object of the schools was stated to be the fulfillment "of section one-hundred and eighty-three of the Constitution of Kentucky, by giving to the teachers of the Commonwealth such training . . . as may be deemed necessary by the Normal Executive Council, hereinafter created . . ."

(3) There were to be a Board of Regents for each of the schools, consisting of five members, four of whom were to be appointed by the Governor and the fifth the Superintendent of Public Instruction, who should be chairman of each board.

(4) "In order to enable the Boards of Regents to carry out the provision" of the law $10,000.00 was appointed "to be divided equally between the two Normal Schools . . . for the purpose of equipping suitable buildings, improving grounds, etc.,

[20] See a long article on "The College and the State Normal School", by President Arthur Yeager, of Georgetown College, in the *Southern School Journal*, June, 1906.

[21] *Senate Journal*, 1906, pp. 996, 1121. It is interesting to note that Hon. J. W. Cammack, one of Eastern's regents since 1906, was a member of the Senate in 1906.

and the sum of forty thousand dollars ($40,000.00) annually, to be divided equally between the two schools for the purpose of defraying the salaries of teachers and other current expenses . . ."

(5) Each county in a district was entitled to a free scholarship for "one white pupil for every five hundred and fraction thereof over two hundred and fifty, of white children" in the county. Pupils refusing to sign an agreement to teach in the public schools of the State not fewer than two years upon an elementary certificate or three years upon an advanced certificate must pay the fees and tuition prescribed by the Board of Regents.[22]

### THE QUESTION OF LOCATION

As has already been stated, certain citizens of Richmond determined early to get a normal for their fair city, whether three, one or two were established. Even before the General Assembly met, the gift of the plant of old Central University to the Commonwealth as an inducement to secure the location of the school was considered. In August or September (1905) the young county superintendent of schools of Madison County, Hon. John Noland, a graduate of Central University and at present a member of the Board of Regents of Eastern, suggested to Superintendent Fuqua, the possibility of securing this property without any cost to the State.[23] The plant belonged to Walters College Institute, which operated an academy there.

Soon after the normal school situation arose the Richmond Commercial Club became very active. This organization immediately undertook the task of influencing the Institute to offer its property to the State without cost on condition that a teacher-training school be located in Richmond. The Club also directed the city's efforts to influence the Legislature, and later the Commission, to accept this proposition. The very worthy service rendered by the Commercial Club justifies the mention of its officers. They were B. L. Banks, President; Clarence E. Woods, Secretary; and Robert R. Burnam (a graduate of Central Uni-

[22] This agreement to teach is no longer required and free tuition has always been allowed. The district feature of the law was respected until 1922, when two other teachers colleges were established.

[23] Mr. Noland and the late Judge W. Rodes Shackelford read this chapter before its publication.

versity), Harry B. Hanger, and G. W. Pickels, First, Second and Third Vice Presidents respectively. Mr. Woods was also Mayor of Richmond and had been a student at Central University. On the evening of the very day (January 9) Miller introduced his normal school bill in the House the Secretary of the Commercial Club recorded in his minutes: "The Normal School question was discussed and it was explained that with our excellent representation in the present Legislature . . . we should be able to make a fine fight for the location of one of the branch schools."[24]

Again on January 25 the Club called a mass meeting of the citizens of Richmond in the Courthouse "for the express purpose of arousing public interest . . . to secure the location of . . . the State Normal School to be established by the present Legislature." The handbill announcing the meeting stated: "Richmond has more to offer than any of her rivals, but it is absolutely necessary that our advantages be properly placed before the Legislature . . ."[25] The Richmond *Kentucky Register,* edited by Thos. H. Pickels, another graduate of Central University, in reporting this meeting the next day announced the appointment of a committee to go to Frankfort "to sound the temper of the Legislature and to boom the location for this city." At that time only one school was expected to be established, and the *Register* further stated: ". . . Richmond's chance is to have the name of this city inserted in the bill."

The committee named for this purpose comprised "Judge A. R. Burnam, Hon. J. A. Sullivan, R. R. Burnam, W. R. Shackelford, W. B. Smith, C. E. Woods, J. Tevis Codd, John D. Goodloe, John B. Chenault, C. C. Wallace, G. W. Gates, Dr. C. H. Vaught, Judge C. H. Breck, Rev. Hugh McClellan, C. L. Searcy, Prof. Jno. Noland, John R. Gibson, John C. Chenault, N. B. Deatherage, E. Tutt Burnam, Grant E. Lilly, R. E. Turley, and T. J. Smith."[26] At least eight of these men had attended Central University.

To this committee and to Hon. R. W. Miller and Hon. Curtis F. Burnam, who were members of the House and the Senate

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[24] Ms. in the writer's possession.

[25] Handbill is in the writer's possession.

[26] Clipping, Richmond *Kentucky Register,* Jan. 26, 1906.

respectively, Richmond will be forever obligated for securing the Eastern Kentucky State Teachers College. President B. L. Banks, of the Commercial Club, Mr. C. L. Searcy, Col. J. W. Caperton, and Judge J. M. Benton, a native of Madison County but a citizen of Winchester, should also be included in the list. And of course, there were others who contributed to the cause.

The committee appointed by the Commercial Club were active until their objectives were achieved. The work of some of the members has already been noted. The services rendered by Rev. Hugh McLellan[27] and Clarence E. Woods deserve special mention. Rev. McLellan was active at the outset in enlisting the Commercial Club in the cause. With Mr. Sullivan he addressed a teachers' meeting at Frankfort in behalf of Richmond's offer to secure the school. He also appeared with Mr. Sullivan before the joint educational committee of the House and Senate for the same purpose. This, of course, was before the substitute bill was introduced. Suffice it to say further that Rev. McLellan was a tower of strength in the cause until the goal was attained.

As Mayor of Richmond, Mr. Woods was naturally a leader in the movement to secure a normal for his city.[28] His activity as secretary of the Commercial Club was useful to the movement.

At the most opportune time he appeared in Frankfort with scores of pictures of everything of interest in Richmond which might influence members of the Legislature to vote to locate the normal school in Richmond. All this material was placed on an entire side wall of the famous old Capital Hotel under the caption: "What Richmond Offers Free of Cost to the State for a Normal School." This display contained a pamphlet the cover page of which announced:

WHAT RICHMOND OFFERS

A ready-made Normal School Plant.
A Main College Building Seating 800; worth $60,000.
A Dormitory, 35 rooms; worth $30,000.
A Gymnasium Worth $5,000; fully equipped.

[27] Rev. McLellan was the pastor of the First Christian Church of Richmond. He is now pastor of the First Christian Church of Winchester.

[28] The writer is indebted to Mr. Woods for considerable contemporaneous material and other matter pertaining to the founding of Eastern and its location in Richmond.

An Athletic Field, A Grand Stand.

A City with a College and School Spirit.

A Railroad Center—The most accessible point to the majority of Kentucky Teachers.

All this we offer Free, constituting the most liberal and economical proposition ever made to the taxpayers of Kentucky.

The pamphlet gave information concerning Madison County, the city of Richmond, the grounds and buildings of Central University, special description being made of the main college building, the dormitory, the gymnasium, the athletic field and the campus. The last three paragraphs setting forth Richmond's offer stated:

> The property above described, is well worth the sum of $150,000 and could not, considering building, walks, drives, shade trees, etc., be reproduced for that sum after years of labors, and the Trustees of Walters Collegiate Institute offer it to the Commonwealth of Kentucky, to be used as a Normal School, if the General Assembly of Kentucky will locate such a school at Richmond.
>
> This property is ready for immediate occupancy, and if the State desires it, we cheerfully invite it to take possession of it and use it as a Normal School forever, without charge or price, provided only that a first-class school be maintained thereon.
>
> In conclusion we will say that if any other community in Kentucky will present, all things considered, a better or more generous offer for the location and maintenance of a Normal School, than the one above set forth, Richmond will congratulate her successful competitor as well as the taxpayers of the Commonwealth.[29]

"The completeness of the display, its eloquent appeal, and the total absence of any such spectacular display from Bowling Green," the other strong contestant for the one school then contemplated, "spoke vastly more powerfully than all . . . the handbills distributed by" Richmond's rival.[30] Naturally the Madison County delegation was highly pleased with the interest occasioned by their effort and returned home more confident than ever that victory would ultimately be theirs.

## RICHMOND CHOSEN

It should be noted in passing that Richmond was recognized at the outset as a probable site for one of the normal schools.

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[29] Pamplet in the writer's possession.

[30] Letter by Clarence Woods to the writer, August 31, 1935.

It appears that the Bowling Green representatives hoped to sell their schoopl plant to the State and that Richmond's offer somewhat embarrassed them and put an end to that movement.

The *Southern School Journal* for January, 1906, mentioned some half dozen towns in each of the three districts contemplated that were expected to bid for a school and then said: "Of all these places . . . Bowling Green, Louisville, and Richmond are best situated and best adapted for such institutions . . ." Again. the March issue of the *Journal,* which went to press before the substitute bill was passed, stated: "If the bill becomes a law, it is quite likely that Bowling Green will get one of the schools and Richmond the other." Certainly those who were familiar with the sundry aspects of the movement to establish the schools appreciated the value of Richmond's offer, the potency of that city's leadership in the General Assembly and the tremendous activity and resourcefulness of others from Madison County who were enlisted in the cause. And all along the effectiveness of the efforts of the sons of old Central University was clearly evident on every hand. These able gentlemen were determined to obtain a higher institution of learning to take the place of their alma mater whose loss they had not yet ceased to mourn. With one of their number the author of the bill to establish the schools; with another advocating the measure as a member of the lower House; with a native citizen of Richmond and friend of the University in the Senate; with graduates and students of the school living in Richmond and working to get the normal; with other alumni elsewhere working for them; and finally with the Governor an early student of Central University, Richmond was certain to be an ultimate choice.

The seven commissioners whom Governor Beckham appointed were Supt. E. George Payne, of Paducah; Hon. G. B. Edwards, of Russellville; Hon. Basil H. Richardson, of Glasgow; Supt. E. A. Mark, of Louisville; Mr. B. M. Arnett, of Nicholasville; Supt. John Morris, of Covington; and Senator Morton Watson, of Louisa. On April 12 the Commissioners organized at Frankfort with Mr. Arnett as chairman and Mr. Morris as Secretary, and gave notice "to all localities . . . desiring . . . either of the two normal schools . . . to send in writing proposals of suitable sites . . . to the chairman of the commission . . . on or before May 7 next."[31] At this conference the line dividing the two normal school districts was defined but at a

[31] *Southern School Journal,* May, 1906.

later meeting, when the sites of the two schools were determined, the Commission changed the dividing line to the eastern boundaries of Jefferson, Spencer, Nelson, Washington, Marion, Casey, Russell, and Cumberland to the Tennessee line.

Before determining the sites for the two schools the commission visited the towns offering inducements for the locations. In anticipation of such a visit Richmond made considerable preparation in order to appear at its best. On April 24 Mayor Woods issued a long proclamation appealing "to all citizens to

CAMMACK BUILDING

Named for James W. Cammack, Owenton, Ky., who has served continuously as a member of the Board of Regents since the establishment of the college.

do their part in placing our fair city in proper condition to receive this distinguished body of men . . ." He advised in detail a thorough cleaning up and redecoration of the town and published nine of the city's ordinances providing for proper sanitation and the elimination of nuisances, "an inexcusable disregard of which" would "be punished as provided" therein.[32]

Apparently the citizens did as their Mayor advised and put the city in readiness to receive the commission. Central Uni-

[32] Richmond *Climax*, April 26, 1906.

versity buildings and grounds were given special attention, the campus being put in order by workmen of the Richmond Water and Gas Company under the direction of Mr. Ben R. Daugherty, who is still superintendent of the city's water and gas system.

According to the Richmond *Kentucky Register,* on May 1, "the visitors arrived at noon and were met at the trains by a committee of prominent citizens consisting of Hon. R. W. Miller, J. A. Sullivan, W. R. Shackelford, R. R. and A. R. Burnam, J. Tevis Cobb, C. H. Breck, R. E. Turley, C. E. Woods and others, and were taken to the Glyndon Hotel for dinner. Only four of the seven commissioners were present"—Morris, Mark, Arnett and Watson, who were accompanied by Superintendent Fuqua and his assistant, Harry Tanday. After visiting all the places of interest in the community the party "wound up at the Elks Club, where the business men of the town assembled to meet our guests. These spacious rooms were handsomely decorated for the occasion, and light refreshments were served. In the evening a dinner was given at the hotel in honor of the commission . . ."

The *Register* stated further: "The visitors were surprised at our great inducements, saying that the half had not been told them. The hospitality and cordiality of our receptions likewise touched them deeply, and there is no doubt . . ., that when they meet for final business next Monday Richmond will be rewarded as she should." And here the Central University graduate, Thos. H. Pickels, wrote triumphantly in his paper: "We'll get ours all right and Danville can have Central University, and welcome. For we've got a much bigger thing."[33]

On May 7 the Normal School Commission met in Louisville to consider the selection of sites for the two normal schools. The meeting was held in a place called the Old Inn and every member was present. According to the Louisville *Courier Journal*:[34] "In attendance at the meeting were Prof. J. A. Fuqua, R. W. Miller, H. H. Cherry, H. B. Hines, W. R. Shackelford, J. A. Sullivan, C. U. McElroy, J. W. Potter, R. E. Turley and Mayor Clarence E. Woods . . . With the exception of Guthrie, which made an indirect offer of a site of eleven acres and a build-

[33] Richmond *Kentucky Register,* May 4, 1906 (clipping).
[34] May 8, 1906.

ing valued at $15,000, the commission did not hear from any towns other than Richmond and Bowling Green. Glasgow had been expected to enter but was not represented." Guthrie "had not complied with the terms of competition" and, therefore, was not considered. Apparently the commission's task was easy and Bowling Green's and Richmond's respective offers of property worth $125,000 and $150,000 were readily accepted, and thereby these two cities became the locations of the two teacher-training schools.

The *Courier Journal* also stated: "The Commissioners were greatly impressed with the fact that Richmond and Madison County jointly support a splendid infirmary commonly known as the Pattie A. Clay Hospital, the gift of B. J. Clay, Minister to Switzerland. This noble institution is a feature of the county of Madison that greatly adds to the advantage of Richmond as the home of students, where in illness they may receive medical or surgical attention. . . ."[35]

Not all the property of Central University passed at this time to the State. The Trustees of the Walters Collegiate Institute retained some of the property valued then at about $25,000 "in view of the fact that some of those who made donations to the school" might "bring suit for recovery of their gifts, not wishing them to pass into the hands of the State."[36] Subsequently the State purchases this property for $10,000.

### Normal Schools Declared Constitutional

There had been some apprehension manifested all along that state normal schools would compete seriously with certain other institutions of higher learning in the State. This opposition, however, had not been strong enough to muster a single vote in the General Assembly against the enactment of the law. Apparently the opposition came from two sources, namely, those few who felt that the preparation of teachers at public expense should be done by the normal department of the State College and those who feared that the normal schools would ultimately encroach upon the field enjoyed by the private colleges of the Commonwealth.

[35] Other papers also emphasized the service the infirmary would likely render the students attending the school in Richmond.

[36] *Courier-Journal*, May 8, 1906.

Soon after the appointment (May 9, 1906) of the Regents of the two schools those of the Eastern district elected Ruric Nevel Roark president. A little later (June 11) President Roark and his board met in Mr. Jere A. Sullivan's office in Richmond and tentatively determined the organization of the school. On June 13 "Superintendent Fuqua, at the direction of the Regents, made formal application to Auditor S. W. Hager . . . for the $5,000 appropriated . . . for equipment and repairs." This application was met by an injunction filed by the attorneys of one R. A. Marsee, a very small property owner of Bell County, whom the opposition had persuaded to file papers in the Franklin County Circuit Court enjoining the auditor from payment on constitutional grounds.

Judge R. L. Stout denied the injunction (July 20, 1906), and when the constitutionality of the law came before him, he decided in favor of the schools (September 27). On December 18 the case was taken to the Court of Appeals, which affirmed the opinion of the Circuit Court (April 24, 1907).[37]

The position taken by the plaintiff was founded on section 184 of the State's constitution which in part provides:

> No sum shall be raised or collected for education other than in common schools until the question of taxation is submitted to the legal voters, and the majority of the votes cast at said election shall be in favor of said taxation: Provided, the tax now imposed for educational purposes, and for the endowment and maintenance of the Agricultural and Mechanical college, shall remain until changed by law.

The appellant, therefore, set forth the contention that the normal school was "not within the term 'common schools' ", and "that the education of teachers should be limited to the A. & M. College [the State College] because that is the only institution having normal teaching, which is expressly authorized by the constitution to receive aid from the Legislature."

The counsel for the appellee, among whom was Hon. Jere A. Sullivan, one of Eastern's Regents, had little difficulty in proving their position. They called attention to the fact that Marsee, whose mountain land was valued at $300, would pay less than one cent additional tax under the operation of the law. They also noted that no other citizen had joined the appellant in the

[37] See John Grant Crabbe, *Biennial Report of the Superintendent of Public Instruction,* 1909, p. 56.

case. Furthermore, they easily convinced the Court that the law was constitutional, to wit:

> Normal schools are among the institutions for which, under the proviso of section 184, of the constitution, the legislature is authorized to make appropriations without submitting the question to a vote of the people; and therefore, the act under discussion must be held valid.[38]

## ORGANIZATION AND THE LEGISLATION OF 1908

Soon after Judge Stout's denial of the injunction the Regents of the two schools met in joint session at Frankfort (July 25, 1906) and directed their presidents to proceed at once to organization. Preliminary steps in this direction had already been taken by the Normal Executive Council in a meeting at Bowling Green. The Eastern Regents acted on the assumption that the law establishing the normals would be declared valid and instructed their treasurer, Hon. R. E. Turley, of Richmond, to borrow $5,000 to prepare for the opening of school. The time was short, but September 11 was set for the beginning of the Model School.

The task ahead of President Roark included the selection of a faculty, the repair of the buildings, the purchase of supplies, the provision of offices, the announcement of courses of study and the perfection of other details of organization. Late in August he moved into an office on the campus and began the direction of numerous activities from that vantage point. But in spite of his strenuous activity, repairs "had to proceed while the school was being organized and the sounds of the recitation and the carpenters' hammers" intermingled throughout the school year—a condition, it might be said, that has existed much of these three decades of progress at Eastern.[39] On January 15, the normal school proper was opened.[40]

At last Kentucky had two normals; but there was much dissatisfaction with a situation that seemed to cause these schools to work at cross purposes with the State College. Furthermore,

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[38] *Kentucky Reports,* 1907 (Vol. 125), Marsee vs. Hager, State Auditor, etc.

[39] John Grant Crabbe, *Biennial Report* for the two years ending June 30, 1909, p. 58.

[40] The Western Normal opened the first Monday in January, 1907, a few days earlier than Eastern. It is interesting to note that President H. L. Donovan, of Eastern, was the first student to enroll in Western.

conditions at Eastern (and Western too) demanded considerable funds for more buildings and equipment and for larger dormitory accommodations. In recognition of these and other conditions, Dr. E. E. Hume, Chairman of the Executive Committee of the Educational Improvement Commission, called a meeting of representatives of the three schools and the Federation of Woman's Clubs at Louisville on November 19, 1907. The purpose of the conference was to determine a common program in approaching the General Assembly, which was to meet in January. In fact, the educational forces of the State had formulated much legislation for this session of the Legislature.

As far as the three higher institutions of learning were concerned, the conference planned to change the status of the State College to the condition of a State University, "and as a prerequisite to its becoming a university in fact sub-freshman work was to be eliminated as rapidly as possible." This condition would react to the advantage of the normal schools, which were seeking students below the college level. The normal department of the University was to be elevated to the position of a department of education. Furthermore, the three schools agreed to unite in pressing the Legislature for considerable funds to carry out their respective programs. A committee was created to promote these and other educational measures before the General Assembly.

This session of the Legislature was far more generous than the one in 1906. Its response to the demands of the teachers was most gratifying. The State University was created and given $200,000 for buildings and equipment and each normal received $150,000 for the same purpose.[41]

As far as Eastern was concerned the appropriation meant an enlarged school plant, the assurance of permanence, and a greater capacity of usefulness. Furthermore, from the precedent set, Kentucky could expect to develop in less than three decades a system of teacher-training institutions equal to any

[41] *Ibid.*, p. 339. Much other valuable school legislation was obtained at this session of the General Assembly. Jere A. Sullivan and Anthony Rollins Burnam, of Richmond, succeeded R. W. Miller and Curtis F. Burnam, respectively, in the House and Senate in 1908. These gentlemen had been elected for the expressed purpose of getting the much needed appropriations. Mr. Sullivan deserves credit for successes in the House. Mr. Burnam exercised much influence in the Senate but his most worthy service was rendered in influencing Governor Willson to sign the appropriation bill.

other of similar status in America. Moreover, it might be said that in less than twenty years the General Assembly established two more such schools (one at Murray and the other at Morehead) on a college level and allowed the State University a college of education.

It will soon be a century since Superintendent Joseph James Bullock recommended (1838-1839) "one or more normal schools for the purpose of training the sons of the soil for teaching . . ."[42] Although his prayer was not answered for more than three score and five years, there exist today in the Commonwealth facilities for the training of teachers that excel anything that he or his immediate successors ever hoped for. And truly it may be said that Eastern is spreading a gospel of education for teachers throughout Kentucky that merits the fullest measure of appreciation and support.

[42] Barksdale Hamlet, *History of Education in Kentucky*, p. 18.

# Board of Regents

JAMES W. CAMMACK
OWENTON, KY.

HARRY W. PETERS
CHAIRMAN, STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

HENRY D. FITZPATRICK
PRESTONSBURG, KY.

JOHN NOLAND
RICHMOND, KY.

# CHAPTER III.

## THE ADMINISTRATION

By William C. Jones

Just as brick and stone and mortar go into the erection of the physical structure, likewise, the ideas of men and women are built into the plans, programs, policies, and traditions of an institution. Materials are the physical evidences of a college plant; lives are the invisible spirit of a college. The physical can be seen with the eye; the spiritual is only felt. Buildings and equipment are essential; the atmosphere of the college is fundamental. The physical plant is constructed of inanimate material; the intellectual and spiritual structure by the sacrifice of consecrated lives to the general welfare of the college. The success of any institution can to a great extent be measured by interests, efforts, faiths, and sacrifices of the multitude of persons who have earnestly devoted themselves in her behalf.

During the three decades of her existence a host of men and women have given the best efforts of their lives to Eastern. From the humblest position of janitor to the most exalted, as regent, devotion and sacrifice have been freely given. The length of this service has varied from a few months to many years. Out of the toil and sacrifice of those who have labored in her interest, Eastern Kentucky State Teachers College stands today as a monument to their devotion.

The administration of a college is the execution of policies, plans, and programs which have been projected by regents, administrative officials, and faculty members. The human element is a big factor in the administration of any institution. Wise and unselfish service is essential to success.

### Board of Regents

The Commonwealth of Kentucky entrusted the destiny of the institution into the hands of a board of five members including the State Superintendent of Public Instruction, ex officio chairman. The Legislative Act of March 21, 1906, creating the

institution, provided for the governor to appoint four regents, two of whom were to serve for two years and two for four years and until their successors were appointed and qualified, and two members were to be appointed in like manner every two years thereafter to serve for a term of four years each. Appointments to fill vacancies due to death, resignation, or otherwise were to be made by the governor to fill unexpired terms. According to this law, no two members of the board were to be residents of any one county and not more than three members of the board, including the superintendent of public instruction, were to belong to the same political party. It was further provided that the "board shall have perpetual succession, with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive by any legal mode of conveyance property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal, with power to alter the same; to adopt by-laws, rules and regulations for the government of their members, official agents and employees: Provided, such by-laws shall not conflict with the Constitution of the United States or with the Constitution of the State of Kentucky."

On May 9, 1906, Governor J. C. W. Beckham appointed on the first Board of Regents Hon. Jere A. Sullivan, Richmond, Kentucky; Hon. P. W. Grinstead, Cold Springs, Kentucky; Hon. Fred Vaughn, Paintsville, Kentucky; and Hon. J. W. Cammack, Owenton, Kentucky. James H. Fuqua, Sr., State Superintendent of Public Instruction, was ex officio chairman by virtue of his office.

Since the institution was established on March 21, 1906, ten outstanding citizens of Kentucky have served as appointed members of the Board of Regents. The length of the terms of service of board members has not been uniform. The personnel of the board, however, has been changed infrequently. Of the first board, Mr. Grinstead served for eight years and Mr. Vaughn served for ten years. They rendered distinguished service to the institution. Mr. Sullivan served continuously until 1930 and probably no one individual has ever shown greater interest in the welfare of the institution. Mr. Cammack has served the board continuously since 1906. During this period of thirty

years, he has attended practically every meeting of the board. The continuity of the policies of the Board of Regents has been, to a great extent, the result of his efforts. He has contributed much to the organization, growth, and development of the college.

COATES ADMINISTRATION BUILDING

The Hiram Brock Auditorium with seating capacity of 1,850 is annexed to this building.

The appointed members of the Board of Regents, their home addresses, and their terms of service are as follows:

| Name | Address | Legal Term of Service |
|---|---|---|
| J. W. Cammack | Owenton | June 2, 1906, to ..... |
| P. W. Grinstead | Cold Springs | June 2, 1906, to May 8, 1914 |
| J. A. Sullivan | Richmond | June 2, 1906, to April 26, 1930 |
| Fred A. Vaughn | Paintsville | June 2, 1906, to June 16, 1916 |
| H. M. Brock | Harlan | May 8, 1914, to April 26, 1930<br>April 27, 1932, to January 10, 1936 |
| W. A. Price | Corbin | June 16, 1916, to May 15, 1920 |
| Chas. F. Weaver | Ashland | May 15, 1920, to October 21, 1932 |
| H. D. Fitzpatrick | Prestonsburg | April 26, 1930, to April 27, 1932<br>January 21, 1933, to ..... |
| N. U. Bond | Berea | June 21, 1930, to April 27, 1932 |
| John Noland | Richmond | August 13, 1932, to ..... |

In addition to the appointed members, the superintendents of public instruction who have served as ex officio members of the Board of Regents are as follows:

| Name | Term of Service |
|---|---|
| Jas. H. Fuqua | January 2, 1906, to January 6, 1908 |
| John Grant Crabbe | January 6, 1908, to April 9, 1910 |
| Ellsworth Regenstein | April 9, 1910, to January 1, 1912 |
| Barksdale Hamlett | January 1, 1912, to January 3, 1916 |
| V. O. Gilbert | January 3, 1916, to January 5, 1920 |
| George Colvin | January 5, 1920, to January 7, 1924 |
| McHenry Rhoads | January 7, 1924, to January 2, 1928 |
| W. C. Bell | January 2, 1928, to January 4, 1932 |
| Jas. H. Richmond | January 4, 1932, to January 6, 1936 |
| Harry W. Peters | January 6, 1936 to ..... |

The elected officers of the Board of Regents are a vice-chairman, secretary, and a treasurer. During the period of thirty years of the institution's life, the elected officers of the Board of Regents have been as follows:

Vice-President or Vice-Chairman:

P. W. Grinstead, June 2, 1906, to May 8, 1914
J. W. Cammack, May 8, 1914, to May 26, 1922
H. M. Brock, May 26, 1922, to April 26, 1930
C. F. Weaver, June 28, 1930, to April 27, 1932
H. M. Brock, April 27, 1932, to January 10, 1936
H. D. Fitzpatrick, January 18, 1936, to .....

Secretary:

Fred A. Vaughn, June 2, 1906, to June 16, 1916
J. W. Cammack, June 16, 1916, to January 2, 1928
April 27, 1932, to .....
Eleanor Cammack, July 6, 1928, to June 1, 1929
L. Katherine Morgan, July 1, 1929, to April 27, 1932.

Treasurer:

R. E. Turley, June 2, 1906, to September 13, 1920
August 14, 1926, to November 27, 1933
Paul Burnam, September 13, 1920, to August 14, 1926
Spears Turley, December 2, 1933, to .....

On July 25, 1906, the board of regents appointed an Executive Committee and it was "authorized to transact any current

business for the board in the interim between meetings of the board, proceeding in all matters within the limitations of the law governing said board and reporting in detail all such business transacted." This committee was composed of three members consisting of the local regent, the president, and the treasurer.

On August 25, 1908, the membership of the Executive Committee was increased by the addition of two members of the Board of Regents. This committee was composed of five members until April 17, 1934, when the Board of Regents passed a resolution to the effect that the Executive Committee of the Eastern Kentucky State Teachers College be composed of each member of the Board of Regents, the president of the college, and the treasurer of the college and that any three members shall constitute a quorum to transact the business of the committee.

The Executive Committee of the Board of Regents has transacted a large amount of the business of the college. This committee has met frequently and has been responsible for the execution of many financial policies of the institution. The membership of the Executive Committee from July 25, 1906, to the present time has been composed of the following regents, presidents, treasurers, and superintendents of public instruction:

J. A. Sullivan, Regent, July 25, 1906, to April 26, 1930
P. W. Grinstead, Regent, March 12, 1909, to May 8, 1914
H. M. Brock, Regent, May 8, 1914, to April 26, 1930
August 13, 1932, to January 10, 1936
N. U. Bond, Regent, June 28, 1930, to April 27, 1932
J. W. Cammack, Regent, June 28, 1930, to .....
H. D. Fitzpatrick, Regent, April 17, 1934, to .....
John Noland, Regent, August 13, 1932, to .....
Ruric Nevel Roark, President, July 25, 1906, to April 14, 1909
Mrs. Mary C. Roark, Acting President, April 16, 1909, to April 9, 1910
John Grant Crabbe, Superintendent of Public Instruction, March 12, 1909, to April 9, 1910
President. April 9, 1910, to September 1, 1916
Thomas Jackson Coates, President, September 7, 1916, to March 17, 1928
Homer E. Cooper, Acting President, March 19, 1928, to June 1, 1928
Herman Lee Donovan, President, June 1, 1928, to .....
R. E. Turley, Treasurer, July 25, 1906, to September 13, 1920
August 14, 1926, to November 27, 1933
Paul Burnam, Treasurer, September 13, 1920, to August 14, 1926

Spears, Turley, Treasurer, December 2, 1933, to .....
Ellsworth Regenstein, Superintendent of Public Instruction, April 9, 1910, to January 1, 1912
Barksdale Hamlett, Superintendent of Public Instruction, January 1, 1912, to January 3, 1916
V. O. Gilbert, Superintendent of Public Instruction, January 3, 1916, to January 5, 1920
George Colvin, Superintendent of Public Instruction, January 5, 1920, to January 7, 1924
McHenry Rhoads, Superintendent of Public Instruction, January 7, 1924, to January 2, 1928
W. C. Bell, Superintendent of Public Instruction, January 2, 1928, to January 4, 1932
Jas. H. Richmond, Superintendent of Public Instruction, January 4, 1932, to January 6, 1936
Harry W. Peters, Superintendent of Public Instruction, January 6, 1936, to .....

During the period of approximately thirty years since the institution was established, it has had four presidents and two acting presidents; namely, Ruric Nevel Roark, President, June 2, 1906, to April 14, 1909; Mrs. Mary C. Roark, Acting President, April 16, 1909, to April 9, 1910; John Grant Crabbe, President, April 9, 1910, to September 1, 1916; Thomas Jackson Coates, President, September 7, 1916, to March 17, 1928; Homer E. Cooper, Acting President, March 19, 1928, to June 1, 1928; and Herman Lee Donovan, who has been president of the institution since June 1, 1928.

From time to time the Board of Regents has created administrative offices to assist the president in the administration of the college. These offices are:

1. Dean of Women, 1906
2. Business Director (now called Business Agent), 1907
3. Registrar, 1908
4. Director of the Model School (now called Director of the Training School), 1907
5. Dean of the Faculty, 1915
6. Superintendent of Buildings and Grounds, 1918
7. Dean of Men, 1921
8. Director of Extension, 1920
9. Director of Research, 1931.

The duties and responsibilities of these offices have not been fixed. On the other hand, the president has defined and changed their functions to meet the administrative needs of the college.

*Dean of Women*

The position of dean of women has been held by Miss Virginia E. Spencer, September 1, 1907, to September 1, 1909; Mrs.

Mary C. Roark, October 1, 1909, to September 1, 1915; Miss Marie L. Roberts, September 1, 1915, to September 1, 1932; and by Mrs. Emma Y. Case, who has been dean of women since September 1, 1932.

*Business Agent*

E. C. McDougle was the first business director of the college. He held this position from July 1, 1907, to April 9, 1910. When Dr. Crabbe became president of the institution in 1910, the duties of the business director were transferred to J. P. Culbertson, secretary to the president. Mr. Culbertson served in this capacity until September 1, 1916, when he resigned. Frank C. Gentry was appointed secretary to the president on September 28, 1916, to succeed J. P. Culbertson. As secretary to the president, he served as business director of the college until January 13, 1923, except for a brief period during the World War, when J. R. Robinson served as business director. The office of business director was reorganized after Mr. Gentry resigned and G. M. Brock became business agent on January 13, 1923, and is still serving in this capacity. Under the leadership of Mr. Brock, a very complete and adequate accounting system has been developed. This accounting system has been studied with a view to adoption by representatives of several institutions of higher learning.

The business agent is responsible for all purchases of the institution and has general supervision of the cafeteria, book store, dormitories, and other activities involving financial transactions. He handles all publicity for the college, except for athletics, and is responsible for all correspondence having to do with the business activities of the institution. He also has general supervision of the accounting department and makes reports to the president and board of regents relative to the financial problems.

*Registrar*

The office of the registrar was created in 1908, and the position of registrar was held by E. C. McDougle until September 1, 1921. During this period, however, the office of registrar was not considered to be of great importance in the institution, and

only a small part of Dr. McDougle's time was devoted to the work of registrar. The office was completely reorganized and made an important administrative unit in 1922. J. R. Robinson was appointed to the position of registrar in 1922 and served in this capacity until September 1, 1925, when he was given a leave of absence to pursue graduate work at George Peabody College for Teachers. M. E. Mattox has been registrar since September 1, 1925, except for the period from September 1, 1928, to June 1, 1929, during which time he was doing graduate work. From September 1, 1928, to June 1, 1929, W. J. Moore was acting registrar of the college.

*Director of the Training School*

The position of director of the training school (formerly director of the model school) has been held by Edgar Hesketh Crawford from January, 1907, to September, 1908; by Ira Waite Jayne from September 1, 1908, to May 1, 1909; by E. George Payne from September 1, 1909, to June 1, 1910; and by R. A. Edwards, who has occupied the position since September 1, 1918, except from the period September 1, 1924, to September 1, 1925, during which time M. E. Mattox was acting director of the training school. During the period from September 1, 1910, to September 1, 1916, President Crabbe supervised the activities of the training school, and from September 7, 1916, to September 1, 1918, the work was done by President Coates.

*Dean of the Faculty*

The position of dean of the faculty was held by E. C. McDougle from 1915 to 1921; by Herman Lee Donovan from 1921 to 1923; by Homer E. Cooper from 1924 to 1931; and since April 17, 1934, by William C. Jones. From September 1, 1923, to September 1, 1924, J. R. Robinson acted as dean of the faculty. During the period from June 1, 1931, to April 17, 1934, the work of the dean's office was done by the director of research and the registrar.

*Superintendent of Buildings and Grounds*

The superintendent of buildings and grounds has general supervision over the maintenance employees of the college and

is responsible to the president for the maintenance and repair work. R. F. Ramsey was superintendent of buildings and grounds from 1918 to 1922, and since March 1, 1922, this position has been held by W. A. Ault.

*Dean of Men*

Professor C. A. Keith has held the position of Dean of Men since the office was created in 1921 and has been responsible for planning and developing the work of this office.

*Extension Department*

The extension department was organized in 1920. During the first years of its existence, the work of the department was largely that of correspondence. J. R. Robinson was the first director of this department and supervised its activities from 1920 to 1921. The department was reorganized in 1921, and its activities were greatly increased. Charles D. Lewis was director of the extension department from 1921 to 1922; R. Dean Squires, from 1924 to 1926; Fallen Campbell, from 1926 to 1928; Kerney Adams, from 1928 to 1932; R. E. Jaggers, from 1932 to 1933; and M. E. Mattox has held this position since February 1, 1933.

*Director of Research*

The position of director of research has been held by William C. Jones since the office was created on March 14, 1931. Miss Lucile Derrick has held the position of assistant to director of research since September 1, 1934.

*Faculty*

Much of the administrative work of the institution has been handled by the faculty. There are twenty permanent committees of the faculty: namely, Alumni; Graduation; Student Schedules; Credits and Credentials; Entrance Examinations; Fine Arts and Entertainment; Library; Training School; Athletics; Societies, Clubs, and Forensics; Student Publications; Eastern Kentucky Review—Catalog; Curriculum; Student Welfare, Discipline, and Grievances; Rules and Regulations; Socials and Receptions; Extension; Student Loans, Scholarships and Fellowships; Student Labor; and Graduate Instruction, which

perform important administrative functions. Members of these committees are appointed by the president.

*The Administrative Staff*

The administrative officers of the institution have been ably assisted by the administrative staff. The administrative staff is an integral part of the organization of the college. Members of this staff are professionally trained and enjoy the same privileges with respect to tenure as the faculty. Among the members of the administrative staff who have been in the service of the institution for more than ten years are Miss Marie L. Roberts, Miss Katherine Morgan, Miss Maye M. Waltz, Mrs. Helen W. Perry, Miss Eunice Wingo, Mr. E. P. McConnell, and Mr. Fred Ballou.

The members of the administrative staff at the present time are as follows:

| Name | Position | Years of Service |
|---|---|---|
| Marie L. Roberts | Housekeeper, Sullivan Hall | 21 |
| L. Katherine Morgan | Secretary to the President | 16 |
| Maye M. Waltz | Secretary to the Dean | 15 |
| Helen W. Perry | Recorder, Registrar's Office | 15 |
| E. P. McConnell | Bookkeeper | 14 |
| Eunice Wingo | Secretary to the Dean of Women | 12 |
| Fred Ballou | Book Store Clerk | 11 |
| Inez McKinley | Assistant Bookkeeper and Stenographer | 10 |
| Mayme Cooper | Secretary to the Director of Extension | 8 |
| Edna White | Registered Nurse | 8 |
| Lois Colley | Secretary to the Business Agent | 7 |
| Bessie H. Griggs | Information Clerk | 7 |
| Lilly Elnora Kohl, B. S., M. S. | Supervisor of Cafeteria | 3 |
| Lucy Mitchell, B. S. | Stenographer, Business Office | 3 |
| Martha J. Culton, A. B. | Secretary to the Registrar | 2 |
| Sam Beckley, B. A. | Assistant Director of Extension | 1 |
| Gladys Karrick, B. S. | Cashier | 1 |

It is not possible in the limited space allotted to this discussion to list all of the policies of the Board of Regents. It is appropriate, however, to list three of the policies which have been responsible, in a large measure, for the success of the institution. The first of these three policies was adopted on June 2, 1906, at the first meeting of the Board of Regents and provides that the president of the institution shall nominate members of the faculty and other employees subject to the approval of the Board of Regents. This policy has been followed in making all appointments, and the president has been solely responsible to the Board of Regents for the selection of employees of the institution. The second of these policies pertains to the financial operations of the institution and provides that the college shall live within its income. The Board of Regents and its administrative officers have truly demonstrated over a period of thirty years that an institution can live within a limited income and make great progress. The extent to which this policy has been followed is indicated by the fact that there has never been a deficit at the end of any fiscal period. The third of these policies has to do with the tenure of members of the faculty and administrative staff and provides that employees of the college shall hold their positions as long as they continue to give satisfactory service. The administration of this policy has made it possible for the institution to secure capable and efficient members of the faculty and administrative staff even though salaries have been rather low throughout the history of the institution.

The income for maintenance increased gradually from the initial appropriation of $20,000.00 per year in 1906 to $353,615.03 in 1930-31. Beginning with the school year 1931-32, there was a great decline in the income of the college for maintenance purposes. The amount of income for this purpose continued to decrease until 1933-34, when the total amount received was $188,283.28. Appropriations for capital outlay have been made from time to time. These appropriations, however, have been made at irregular intervals. A statement of the income

for maintenance and for capital outlay for the period 1906 to 1936 is given below:

| Fiscal Year | Current Expenses and Other Purposes | Capital Outlay |
|---|---|---|
| 1906–07 | $ 20,000.00 | $ 5,000.00 |
| 1907–08 | 40,000.00 | |
| 1908–09 | 40,000.00 | 50,000.00 |
| 1909–10 | 40,000.00 | 50,000.00 |
| 1910–11 | 40,000.00 | 50,000.00 |
| 1911–12 | 75,000.00 | |
| 1912–13 | 75,000.00 | |
| 1913–14 | 75,000.00 | |
| 1914–15 | 75,000.00 | |
| 1915–16 | 75,000.00 | |
| 1916–17 | 75,000 00 | |
| 1917–18 | 75,000.00 | |
| 1918–19 | 97,727.03 | |
| 1919–20 | 132,841.46 | |
| 1920–21 | 127,151.60 | 75,000.00 |
| 1921–22 | 136,720.20 | 75,000.00 |
| 1922–23 | 172,271.62 | |
| 1923–24 | 153,684.74 | |
| 1924–25 | 182,067.21 | |
| 1925–26 | 214,884.15 | |
| 1926–27 | 261,767.90 | 160,000.00 |
| 1927–28 | 279,124.72 | 160,000.00 |
| 1928–29 | 307,054.81 | 125,000.00 |
| 1929–30 | 305,652.37 | 125,000.00 |
| 1930–31 | 353,615.03 | 125,000.00 |
| 1931–32 | 282,336.52 | 125,000.00 |
| 1932–33 | 217,118.95 | |
| 1933–34 | 188,283.28 | |
| 1934–35 | 239,400.00 | |
| 1935–36 | 239,400.00* | |

* Estimated.

## RURIC NEVEL ROARK

President, June 2, 1906, to April 14, 1909

RURIC NEVEL ROARK
First President
1906–1909

On June 2, 1906, the Board of Regents at its first meeting elected Dr. Ruric Nevel Roark president of the institution. He was eminently qualified for this position of leadership. Dr. Roark was born in Muhlenberg County, Kentucky, on May 19, 1859. He received his early education in the common schools and in Greenville Academy. He then became a student at the National Normal University at Lebanon, Ohio, where he was graduated in 1881. He was invited to become a member of the faculty of his Alma Mater and served the National Normal University in this capacity for four years. Dr. Roark then returned to Kentucky and established and became president of Glasgow Normal School, where he remained until 1889. In 1889, he was appointed dean of the Normal Department of State College at Lexington, which position he held for seventeen years. He resigned this position in 1905 in order to accept a fellowship at Clark University. Dr. Roark contributed numerous articles to magazines and educational journals and was also the author of *Psychology in Education, Economy in Education, Method in Education*, and *General Outline of Pedagogy*, professional books for teachers. Dr. Roark was widely known as an outstanding educator and was in great demand in other states as an educational lecturer and as an instructor of teachers' institutes. In his work as dean of the Normal Department of State College, he had showed the need of trained, better educated teachers,

and created by his example, by his inspiration, and by his work, a sentiment in favor of the establishment of institutions for the education of teachers.

It was the task and responsibility of Dr. Roark to define the aims, purposes, and ideals of the institution, to outline the course of study, to select a faculty, to determine and recommend policies, and to perfect the organization. He accomplished these things to a marked degree. During his term of service, the course of study was planned, the faculty was selected and organized, the offices of dean of women, business director, registrar, and director of the model school were created, a program was outlined for observation and practice teaching in the training school. The maintenance appropriation was increased from $20,000.00 per year to $40,000.00 per year, and an appropriation of $100,000.00 was secured for the purpose of constructing a dormitory for women, a building to house the training school, a building for a central heating and power plant, and an addition to Memorial Hall. An effort was made to increase the size of the campus by securing an option on the property known as "faculty row". This property was later purchased. Architects were employed for the college and the services of a landscape gardener were secured for the purpose of planning a program for the growth and expansion of the physical plant.

Dr. Roark died on April 14, 1909, due largely to overwork and a general breakdown. Thus ended the administration that had planned and directed the policies of the institution during the period of its infancy.

## MRS. MARY C. ROARK

### ACTING-PRESIDENT, APRIL 16, 1909, TO APRIL 9, 1910

On April 16, 1909, Mrs. Mary C. Roark, wife of President Roark, was elected acting-president. On October 1, 1909, Mrs. Roark was elected dean of women and served in both the capacity of dean of women and acting-president until April 9, 1910. Upon retiring as acting-president, Mrs. Roark continued in the position as dean of women until the close of the school year 1914-15.

## JOHN GRANT CRABBE

PRESIDENT, APRIL 9, 1910, TO SEPTEMBER 1, 1916

JOHN GRANT CRABBE
Second President
1910–1916

Dr. John Grant Crabbe was elected president of the Eastern Kentucky State Normal School on March 19, 1910, assumed the responsibilities of this office on April 9, 1910, and resigned on September 1, 1916, to accept the presidency of Colorado State Teachers College. Dr. Crabbe was born in Mt. Sterling, Ohio, on November 29, 1865. He received the A. B. degree from Ohio Wesleyan University in 1889 and the A. M degree in 1892. In 1897, Ohio University conferred upon him the degree of Ped. M. He later received honorary degrees from Berea College, LL. D., 1909; Miami University, Ped. D., 1909; University of Kentucky, LL. D., 1911. Dr. Crabbe was superintendent of the public schools of Ashland, Kentucky, 1890–1907. He was elected superintendent of public instruction of Kentucky in 1907 and served in this capacity until April 9, 1910. The educational background and experience of Dr. Crabbe made him the logical choice as second president of Eastern. His service on the Board of Regents, as Superintendent of Public Instruction, from January 6, 1908, made it possible for him to appreciate and understand the problems of the college.

Dr. Crabbe spent much of the first part of his administration in perfecting the organization of the college. The faculty, through committees, was encouraged to assume responsibility for a large share of the administrative work; likewise, the work of

the other employees of the college was defined in a more definite manner and the office of Dean of the Faculty was created. To what extent President Crabbe was able to divide his responsibilities with subordinates is not known, and it is not possible to determine from the records which are available, but it is known that he continued to devote a large part of his time to the details of administration. His systematic scheme of organization included the financial plans of the institution and the supervision of instruction. A beginning was made in budgeting the funds of the college, and an attempt was made to supervise the instruction.

Dr. Crabbe was responsible for increasing the scope of service and influence of the institution. While president, he became recognized as one of the outstanding educators of the nation and was made a member of the National Council on Education in 1911, was elected president of the Department of Normal Schools of the Southern Education Association in 1912, president of the National Education Association in 1913, and was State Director of the National Education Association in 1916. The nationwide recognition which Dr. Crabbe attained was of great value to the institution during this particular period of its development and growth.

It was due largely to Dr. Crabbe's leadership that plans were made for developing the library, for the expansion of the curriculum and for the addition of departments of instruction. It was also during his period of service that the student body was greatly increased and the number of faculty members approximately doubled. The maintenance appropriation for the college was increased from $40,000.00 for the school year 1910-1911, the first year of Dr. Crabbe's administration, to $75,000.00 for the school year 1911-1912, the second year of his term. This appropriation continued at the rate of $75,000.00 per year during the remainder of his administration. The material development and growth of the institution went forward in that the president's home was purchased, an addition to Sullivan Hall was constructed, a farm was purchased, and laboratory and library equipment were added.

## THOMAS JACKSON COATES

PRESIDENT, SEPTEMBER 7, 1916, TO MARCH 17, 1928

THOMAS JACKSON COATES
Third President
1916–1928

Thomas Jackson Coates was elected president of the college on September 5, 1916, and his term of service extended from September 7, 1916, until his death on March 17, 1928. President Coates was born at Pikeville, Kentucky, March 17, 1867. He received his higher education at State College, Lexington, and at the Southern Normal School, Bowling Green, from which institution he received the A. B. degree in 1904 and the A. M. degree in 1906. He was a teacher in the rural schools of Kentucky from 1883 to 1889, served as principal of the Greenville public schools and editor of the Muhlenberg *Echo* from 1889 to 1895, was superintendent of schools at Princeton from 1895 to 1907, and was superintendent of schools, Richmond, from 1907 to 1911. He then became state supervisor of rural schools and served in this capacity during the period from 1911 to 1916. He was widely known as a lecturer for teachers' institutes, having done this type of work for many years. His long experience in public school work as rural school supervisor gave him a sympathetic appreciation of the problems of education in Kentucky. As measured by character, experience, training, and ability, Mr. Coates was thoroughly qualified to become Eastern's third president.

"He asked little for himself but desired and obtained much for those whom he served." These words are found on a bronze tablet near the front entrance to the magnificant structure which was named in honor of and dedicated to the memory of President

Coates soon after his death, the Thomas Jackson Coates Administration Building. They symbolize the character, quality of leadership, and ideals of Eastern's third president. He has been called the architect and builder of the college. During his administration, he secured appropriations of $720,000.00 for permanent improvements and witnessed the construction of Cammack Building, the John Grant Crabbe Library Building, Burnam Hall, and the Thomas Jackson Coates Administration Building. At the time of President Coates' death, plans were being formulated for the construction of an auditorium. In addition to these permanent structures, many other valuable improvements were made on the campus, most of which were paid for out of savings which accumulated from the maintenance income. It was also during President Coates' administration that New Stateland Farm was purchased.

The organization of the college was greatly improved during the administration of President Coates. He re-defined the work of the registrar and the business agent, and these offices were elevated to important places in the administration of the college. The offices of Dean of Men and Director of Extension were created for the purpose of handling new administrative problems.

The educational development of the college was not neglected. On the other hand, President Coates spent much of his energy and ability in directing and improving instruction. He insisted upon and secured higher standards of preparation for members of the faculty. The curriculum of the college was lengthened from two years to four years, and Eastern graduated her first degree class in 1925. The lengthened curriculum brought about a new conception of teacher education at Eastern. Scores of new courses were added to the offerings of the institution and additional departments were created. The departments of manual training, agriculture, and music were greatly improved.

## HOMER E. COOPER

### ACTING-PRESIDENT, MARCH 19, 1928, TO JUNE 1, 1928

Two days after the death of President Coates, Dr. Homer E. Cooper, Dean of the Faculty, was elected acting-president. He served the college in this capacity from March 19, 1928, to June 1, 1928. Dr. Cooper then resumed his duties as dean of the faculty.

## HERMAN LEE DONOVAN

PRESIDENT, JUNE 1, 1928, ——

HERMAN LEE DONOVAN

Fourth President
1928–

On March 17, 1928, due to the death of President Coates, the Board of Regents was called upon for the fourth time in less than twenty-two years to select a president. This duty was performed on March 26, 1928, when Dr. Herman Lee Donovan, Professor of Education at George Peabody College for Teachers, was elected president of the institution. He assumed the duties of his new office on June 1, 1928. He was born in Mason County, Kentucky, on March 17, 1887. Dr. Donovan received his early education in the common schools of Mason County. He attended Western Kentucky State Normal School, 1906–08; received the B. A. degree from the University of Kentucky in 1914; the M. A. degree from Columbia University in 1920; and the Ph. D. degree from George Peabody College for Teachers in 1925. He was also a graduate student at the University of Chicago. In 1933, the University of Kentucky conferred upon him the LL. D. degree. His experience includes that of teaching in the county schools of Mason county; principal, ward school, Paducah; superintendent of schools, Wickliffe; assistant superintendent public schools, Louisville; superintendent of schools, Catlettsburg; dean of the faculty, Eastern Kentucky State Normal School and Teachers College; and professor of education, George Peabody College for Teachers. At the time of his election to the presidency of the Eastern Kentucky State Teach-

ers College, he was widely known throughout the nation as a lecturer and author. He is the author of numerous magazine articles, and among his books are *A State's Elementary Teacher-Training Problem (Kentucky)*, *Supervision and Teaching of Reading* (co-author), and *Learning to Spell* (co-author).

President Donovan is a member of Phi Beta Kappa, Phi Delta Kappa, Kappa Delta Pi, the National Education Association, National Society for Study of Education, and many other professional and educational organizations.

The performance of the duties of *Dean of the Faculty* from 1921 to 1923 gave President Donovan an opportunity to know and appreciate the problems of the institution. His experience as professor of education at George Peabody College for Teachers had given him first-hand experience with problems of teacher education. He came to the institution imbued with the idea that teacher education should be improved in Kentucky and that institutions for the education of teachers should be examples of good teaching. To Dr. Donovan, the most important problem of the institution was that of improving instruction, because in this way the standards of teachers for the public schools of the Commonwealth would be raised. Among the outstanding contributions of his administration to the improvement of instruction are:

1. The elimination of teacher training at the high school level by abolishing the normal school.
2. The reorganization of the departments of art, music, physical education, health, biology, chemistry, geography and geology, physics and commerce.
3. The admission of the institution to membership in the American Association of Teachers Colleges and in the Southern Association of Colleges and Secondary Schools.
4. The organization of the departments of instruction into divisions of instruction for the purpose of coordinating and unifying the work of the institution.
5. The establishment of the division of graduate instruction.
6. The in-service training and improvement of members of the faculty.
7. Raising the standards for the employment of new members of the faculty.
8. The organization of national honorary educational fraternities.
9. The organization and re-establishment of the Model High School for laboratory purposes.
10. The organization and development of curricula to meet the needs of teachers in Kentucky.
11. The improvement and expansion of library facilities.
12. The establishment of a nursery school.

Since 1928, the Hiram Brock Auditorium has been constructed, the Weaver Health Building has been erected, the University Building has been remodeled, the Power Plant has been enlarged, a new addition to the Library has been built, a concrete road has been built through the campus, and a stadium and an outdoor theater are under construction. The dormitories, Cammack Building, Roark Building, and the Administration Building have been redecorated, and much time and effort have been given to the improvement of the appearance of the campus.

In many ways, President Donovan has been faced with the most trying and difficult problems which have confronted the institution during its entire history. Prior to 1928, the institution had never suffered a loss in its income for maintenance purposes. In 1930-31, the institution received $353,615.03, which was the highest amount ever received in one year for maintenance purposes. The income then began to decrease and continued to decrease until it reached the low figure of $188,283.28 in 1933-34. Appropriations for capital outlay which had not been less than $125,000.00 per year since 1926-27 were completely eliminated in 1932. During this period, President Donovan was able to make the adjustments necessary for the institution to live within its income. This has probably been the most difficult task which has been faced by the institution during its entire history.

In spite of the loss of income which has been suffered since 1930-31 and the complete elimination of the appropriations for capital outlay, the building program has gone forward. Through the leadership of President Donovan funds have been secured from outside sources, for example, a bond issue, gifts from the faculty, administrative force, alumni, former students and other friends of the institution, and grants from the Public Works Administration to make permanent improvements on the campus. These permanent improvements include an addition to the library at a cost of approximately $100,000.00, a concrete drive through the campus, a concrete stadium and an outdoor theater.

# CHAPTER IV.

## THE CURRICULUM

By Melvin E. Mattox

The Act of the General Assembly creating the normal school specified that the training should be given in the common school branches, in the science and art of teaching, and in such other branches as may be deemed necessary by the Normal Executive Council. The express purpose of creating the normal schools was to make the schools throughout the State efficient by giving proper training to the teachers of the Commonwealth.

The Normal Executive Council took under consideration the preparation of those teaching in the Commonwealth and set entrance requirements to the normal schools at graduation from the eighth grade or the possession of any type of certificate to teach. In the Announcement Number of the *Eastern Kentucky Review* is to be found a statement that it would be utterly futile to set up high school graduation as a requirement for admission until the high schools of the State became more plentiful and the pay of the teachers raised to a point that would attract high school graduates into the teaching field.

Following the statement of admissions "exit requirements" are set up. Here attention is called to the fact that the proper place to protect the standards of the institution is at the exit rather than at the entrance, and that students will not be granted certificates from the institution unless they have shown themselves to be proficient in scholarship and in teaching skill.

The course of study is given in the first catalog and is divided into a review course, two certificate courses, and what is termed a principal's course. The review course did not lead to a certificate, but offered preparation to those who planned to take the county examination on the common school branches. The first certificate course included the work of one year with requirements as shown in Table III. The diploma course included the elementary certificate course and two additional years' work. In the outlines for the requirements of these certificates courses are classified under three headings: first, major

subjects, those in which students were supposed to make two hours of preparation for each recitation hour; second, minor subjects, those in which students were supposed to make one hour of preparation for each recitation hour; third, drill subjects, those in which students were not supposed to make any outside preparation.

In the first catalog Observation and Practice Teaching were placed with the drill subjects requiring no outside preparation. In the second catalog Observation, Methods, Educational Economy, High School Methods, and History of Education were elevated to the place of minor subjects requiring one hour of preparation for each recitation hour. In this catalog provision was made for offering one year of teaching experience in lieu of Practice Teaching. The principal's or superintendent's course, which was also termed the four year course above the eighth grade, included the work offered in the other certificate courses and, in addition, other advanced subject matter courses. The student roster for the year of 1907-08 shows the following distribution of students: Review Course, 177; State Certificate Course, 98; State Diploma Course, 85; Four Year Course, 73; Special Students, 113; Total, 546. It will be observed from this that there were approximately as many students enrolled in the review course, as in the State Certificate Course and the State Diploma Course combined.

## 1908 — 1914

During this period the work became organized largely in terms of certificates issued. Entrance requirements remained at graduation from the eighth grade. The Elementary Certificate, the Intermediate Certificate, and the Advanced Certificate were now issued. In addition to these certificate courses, the review course was continued and a preparatory course was introduced. The purpose of the preparatory course was to give the student a foundation for the work of the Elementary Certificate.

Some attention was given during this period to special courses. The departmental offerings, with few exceptions, remained about the same. Course requirements for the certificates did not vary to any great extent.

### PERIOD OF TRANSITION 1915 — 1923

This period is marked by a number of changes. In 1915, in addition to the work which had previously been offered, an outlined curriculum was made for a two year course for those who had graduated from high school. The provision for those who had finished the eighth grade to complete the Standard Certificate course in three years of five terms each remained in force until 1918, when the sixth term was added to the three years of work. Also, in 1918, a curriculum was outlined for those desiring to take high school work without any professional courses. This course was three years in length, and no certificate was issued upon the completion of the course. An early attempt was made in 1918 to evaluate the work offered in terms of semester hours.

In the *Eastern Kentucky Review*, volume 13, number 4, page 40, there is found an attempt to evaluate the requirements in terms of semester hours beginning with the preparatory course. The requirements are as follows:

Preparatory Course—28½ hours.
Elementary Certificate Course—65¾ hours.
Intermediate Certificate Course—65¾ hours.
Advanced Certificate Course—81½ hours.

A summary of the requirements for the Advanced Certificate was as follows:

Total Terms and Hours for Advanced Certificate Above the Preparatory Course

| | | | | |
|---|---|---|---|---|
| Education | 18 | terms | 43½ | hours |
| English | 16 | terms | 39½ | hours |
| Mathematics | 9 | terms | 22½ | hours |
| Science | 17 | terms | 42½ | hours |
| History and Civics | 10 | terms | 25 | hours |
| Latin or Modern Language | 10 | terms | 20 | hours |
| Arts | 11 | terms | 20 | hours |
| Totals | 91 | terms | 213 | hours |

In 1920 the Elementary Certificate Course was rated as equivalent to eight high school units; the Intermediate Course was also rated as eight high school units. This became the requirement for admission to the Advanced Certificate Course which was outlined for two years of four terms each.

In 1922 a new course of study was prepared. This omitted the review and preparatory courses and included a three year program of secondary work leading to the Elementary and Intermediate Certificates and to admission to the college courses. For the first time a statement of entrance requirements for those entering from the high school is to be found. This provided that a minimum of fifteen acceptable units be presented, including three units of English, one unit of Algebra, and one unit of Plane Geometry. A two-year college course for the Advanced Certificate was also outlined. Differentiation was made in the curricula for those planning to teach in the lower grades, in the upper grades, and in the rural school.

## A Senior College

In 1922 the normal school became a separate insitution from the college and was continued as a three-year school until 1924 when the fourth year was added. The Provisional Elementary Certificate was issued on eight or more units of high school work until 1924 when a new certification law was adopted. This law provided for the issuance of a Provisional Elementary Certificate of the second class to be issued on four units and a Provisional Elementary Certificate of the first class to be issued on eight units. In 1926 the issuance of certificates on secondary training was transferred to the State Department, and the requirements were raised to eight units, four units of which must have been earned in a normal school. This law continued until 1930 when the normal schools were discontinued as teacher training departments. In 1930 the normal department of Eastern Kentucky State Teachers College became a standard secondary school.

In 1923 the College organized and offered a course of senior college level. A curriculum providing that all students major in Education was outlined for the bachelor's degree. The minimum departmental requirements were: Education, twenty-four hours; English, eighteen hours; Foreign Language, ten hours; Mathematics, seven hours; Social Science, ten hours; Science, twelve hours. This was modified in 1924 by omitting the requirement in Foreign Language, by reducing the requirement in Mathematics to six hours and in English to twelve hours, and by

increasing the requirement in Social Science to twelve hours. Under these requirements the first degrees were conferred in 1925.

In 1926 the requirement was changed from that of requiring all students to major in Education to that of permitting them to major in subject matter fields. It was specified that each candidate for a degree must satisfy a major of twenty-four hours, a first minor of eighteen hours, and a second minor of twelve hours in addition to the minimum departmental requirements of Education, eighteen hours, English, twelve hours, Social Science, twelve hours, Science, twelve hours, and Mathematics, seven hours. These general requirements were continued until September 1, 1935. All graduates following a professional curriculum were issued a College Certificate which entitled the holder to teach either in the grades or in the high school.

### Period of Expansion

Some of the outstanding changes made during this period had to do with the expansion of the offerings in the various departments. This is shown in Table II. In addition to the minimum requirements set out above and approved by the Council, the institution developed unified curricula for the preparation of teachers in the elementary field, secondary field, and Vocational Home Economics. The offerings were revised, and an uniform method of description was adopted. This included a descriptive title that would indicate the nature of the course, a statement of purpose, and a list of the topics to be included in the course. A distinction was made in courses of various levels which prevented students from accumulating enough hours on the freshman college level to satisfy the minimum requirements for graduation.

A part of the plan for improving departmental offerings was the preparation of syllabi for the courses of each department. In many of the courses copies of the syllabi were placed in the hands of students for their guidance in the course. These have served to eliminate overlapping of courses as well as improving the instruction in the courses.

In 1930 a curriculum was outlined for a non-professional degree for those who were not interested in teaching. Educa-

tion was omitted from the departmental requirements and Foreign Language was added. In 1932 the requirements for the non-professional degree were set up as follows: Bachelor of Arts Degree, English, eighteen hours; History, Government, and Sociology, eighteen hours; Science, twelve hours; Mathematics, seven hours; Foreign Language, six to eighteen hours. Minimum departmental requirements for the Bachelor of Science Degree were: English, eighteen hours; History, Government, and Sociology, twelve hours; Science, sixty hours; Mathematics, twelve hours; Foreign Language, six to eighteen hours. Arrangements have been made for those interested in medicine and other professions whereby they may complete three years' work at Eastern, continue the first year's work at a professional school, and receive the bachelor's degree provided that during the three years of work in this institution they have satisfied minimum departmental requirements.

In 1932 the related departments were brought together in divisions. These divisions of instruction were: Applied Arts and Sciences, Fine Arts, Biological and Physical Sciences, Education, Health and Physical Education, Languages, Mathematics, and Social Sciences.

In 1935 the Council on Higher Education set up the requirements for certificates to be issued on the completion of professional curricula. These requirements furnished the basis for the organization of professional curricula. They provide for a major in Education which leads to a degree with a certificate to teach in the elementary schools. Those students preparing to teach in the high school are required to present two majors of twenty-four hours each or a major of twenty-four hours and two minors of eighteen hours each with the following core requirements: English, twelve hours; Science, twelve hours; Social Science, twelve hours; Health, two hours; Mathematics, six hours, or Foreign Language, six to twelve hours; Physical Education, one hour; Education, eighteen hours, distributed as follows: Supervised Student Teaching, six hours; Psychology, three hours; Secondary Education, nine hours.

Those students planning to take the superintendent's certificate may meet the requirements by completing either of the professional curricula, provided the work includes six hours of

Elementary Education, six hours of Secondary Education, six hours of Administration and Supervision, and six hours of Supervised Student Teaching. Teachers of Smith-Hughes subjects are required to complete a curriculum meeting the requirements in Smith-Hughes work and including six hours of Supervised Student Teaching, six hours of Psychology, and nine hours of Secondary Education.

Students receiving any degree from the institution must attend a minimum of thirty-six weeks. At least eighteen weeks of this resident work is required in the senior year.

## GRADUATE WORK

Beginning with the school year of 1935-36 Eastern began offering graduate work with a provision for a major in Education. The following requirements have been set up for the Master's degree:[1]

**Admission Requirements.** Any student who has received a bachelor's degree from an accredited institution authorized by law to confer such degrees, and who has met the undergraduate requirements of the Eastern Kentucky State Teachers College or the equivalent thereof, may be admitted to the Graduate Division.

**Requirements for the Degree of Master of Arts.** To complete the work for the degree of Master of Arts, each candidate is required to:

1. Spend at least two semesters in residence. Three summer terms are considered equivalent to one semester.

2. Complete at least twenty-four semester hours in the Graduate Division, at least twelve semester hours of which must be in the major field of professional education and at least twelve hours of which must be in academic work. Of the minimum requirement of twelve semester hours of academic work, a minor of at least six semester hours must be completed in one academic department.

3. Present to the dean of the college not later than the end of the first semester of residence a tentative program and a thesis subject, both of which have been approved by the major and minor professors. The thesis subject shall be approved by the major and minor professors and by the dean of the college as a subject worthy of special research and appropriate to the field involved.

4. Complete the program of work approved for the degree of Master of Arts with a high order of scholarship as evidenced by grades of "A" or "B" on all courses. A grade lower than "B" will not be counted for graduate credit.

[1] Since this plan was adopted the four state teachers colleges and the University of Kentucky have entered into an agreement whereby the former will discontinue graduate work and the latter will not offer courses in teacher-training below the junior year.

5. File with the registrar not later than eight weeks before the candidate expects to graduate a formal application for the Master of Arts degree.

6. Present at least three weeks before the degree is to be conferred a typewritten thesis, organizing and recording the results of an investigation of some special topic or problem related to the work of the major field. The thesis must be approved by the major and minor professors and by the dean of the college and must conform to regulations approved by the graduate committee for writing theses.

7. File with the college two typewritten copies of the thesis at least one week before the degree is conferred.

8. Complete all requirements for the Master of Arts degree within a period of five years from the date of initial registration in the Graduate School."

## INSTITUTIONAL OFFERINGS AND CERTIFICATE REQUIREMENTS

In the following tables will be found the institutional offerings and certificate requirements. During the period from the establishment of the institution to 1921 inclusive there was no distinct division between courses of secondary level and those of college level. In 1921 the division was made, but many of the courses were listed as carrying either high school or college credit. It is necessary to give the data shown in Tables I, III, IV, and V in term-courses.[2] In 1922 a definite division was made between courses of high school and college level. From that date to the present time the institutional offerings and certificate requirements are stated in terms of semester hours. This is shown in Tables II and VI.

[2] A term-course is defined as a class meeting five times per week for a term of eight or ten weeks.

## TABLE I: INSTITUTIONAL OFFERINGS

### Distribution of Term—Courses by Departments
### 1907—1921

| Departments | '06 | '07 | '08 | '09 | '10 | '11 | '12 | '13 | '14 | '15 | '16 | '17 | '18 | '19 | '20 | '21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | | | | | 1 | 2 | 4 | 5 | 5 | 25 | | 10 | 24 | | 14 | 17 |
| Art | | | 4 | | 14 | 5 | 5 | 5 | 5 | 5 | | 5 | 8 | | 8 | 8 |
| Biology | | | 4 | | 4 | 4 | 4 | 4 | 4 | 4 | | 3 | 5 | | 5 | 6 |
| Chemistry | | | 3 | | 2 | 2 | 2 | 2 | 2 | 2 | | 4 | 6 | | 8 | 9 |
| Commerce | | | | | | | | | | | | | 17 | | 17 | 17 |
| Education | | | 20 | | 26 | 26 | 24 | 14 | 14 | 13 | | 17 | 26 | | 35 | 24 |
| English | | | 9 | | 17 | 17 | 20 | 18 | 18 | 18 | | 18 | 24 | | 22 | 27 |
| French | | | 8 | | 10 | 11 | 11 | 11 | 11 | 11 | | 10 | 10 | | 10 | 11 |
| Geography and Geology | | | 5 | | 3 | 5 | 4 | 4 | 4 | 2 | | 4 | 10 | | 10 | 11 |
| German | | | 4 | | 8 | 11 | 11 | 11 | 11 | 11 | | 8 | 8 | | 8 | |
| Health | | | | | 3 | 2 | 2 | 2 | 2 | 2 | | 2 | 3 | | 2 | 4 |
| Home Economics | | | | | | | 3 | 4 | 4 | 8 | | 8 | 14 | | 15 | 15 |
| Industrial Arts | | | | | | 22 | 14 | 14 | 7 | 7 | | 10 | 12 | | 19 | 14 |
| Latin | | | 12 | | 15 | 15 | 15 | 15 | 16 | 16 | | 20 | 20 | | 20 | 21 |
| Library Science | | | 1 | | 1 | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 | |
| Mathematics | | | 16 | | 15 | 16 | 16 | 11 | 11 | 12 | | 15 | 19 | | 19 | 20 |
| Music | | | 3 | | 5 | 5 | 4 | 5 | 5 | 9 | | 7 | 7 | | 7 | 7 |
| Physical Education | | | | | | 5 | 5 | 5 | 5 | 5 | | 2 | 10 | | 10 | 7 |
| Physics | | | | | 2 | 2 | 2 | 2 | 2 | 2 | | 4 | 6 | | 6 | 7 |
| Social Science | | | 9 | | 11 | 13 | 12 | 11 | 11 | 11 | | 12 | 18 | | 22 | 24 |
| Other Drills | | | | | | | | | | | | | | | | |
| Penmanship | | | 2 | | | 1 | 1 | 1 | 1 | 1 | | 4 | 4 | | 4 | 4 |
| Forensics | | | 3 | | 3 | | | | | | | | | | | |
| Photography | | | | | | 1 | 1 | 1 | 1 | 1 | | | | | | |
| Totals | | | 103 | | 140 | 165 | 161 | 146 | 140 | 166 | | 164 | 252 | | 262 | 253 |

## TABLE II: INSTITUTIONAL OFFERINGS

### Distributions in Semester Hours by Departments
### 1922—1935

| Departments | '22 | '23 | '24 | '25 | '26 | '27 | '28 | '29 | '30 | '31 | '32 | '33 | '34 | '35 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | 15 | 15 | 39 | 42 | 44 | 47 | 47 | 45 | 41 | 44 | 39 | 39 | 35 | 35 |
| Art | 10 | 10 | 18 | 17 | 22 | 31 | 14 | 15 | 15 | 15 | 38 | 38 | 35 | 35 |
| Biology | 15 | 15 | 21 | 21 | 24 | 24 | 44 | 43 | 55 | 56 | 48 | 48 | 43 | 43 |
| Chemistry | 6 | 6 | 21 | 21 | 26 | 33 | 61 | 63 | 63 | 49 | 47 | 47 | 40 | 48 |
| Commerce | | | | | 22 | 58 | 53 | 54 | 64 | 79 | 83 | 83 | 78 | 87 |
| Education | 30 | 53 | 67 | 70 | 80 | 71 | 73 | 60 | 66 | 73 | 79 | 79 | 61 | 93 |
| English | 37 | 42 | 74 | 80 | 66 | 73 | 76 | 85 | 81 | 74 | 82 | 82 | 74 | 81 |
| French | 12 | 10 | 12 | 12 | 12 | 15 | 18 | 38 | 38 | 25 | 25 | 25 | 26 | 29 |
| Geography and Geology | 9 | 9 | 24 | 24 | 15 | 6 | 6 | 32 | 32 | 36 | 40 | 40 | 40 | 50 |
| German | | | | | | | | | | 12 | 12 | 12 | | |
| Health | 3 | 3 | 12 | 14 | 18 | 12 | 15 | 20 | 22 | 23 | 20 | 20 | 24 | 28 |
| Home Economics | 16 | 16 | 38 | 37 | 34 | 33 | 34 | 40 | 45 | 53 | 48 | 48 | 49 | 49 |
| Industrial Arts | 18 | 18 | 18 | 31 | 34 | 44 | 42 | 40 | 39 | 43 | 33 | 33 | 29 | 35 |
| Latin | 37 | 37 | 37 | 33 | 42 | 42 | 37 | 33 | 33 | 36 | 36 | 36 | 24 | 24 |
| Library Science | | | | | | | | | 13 | 17 | 17 | 17 | 1 | 1 |
| Mathematics | 23 | 24 | 33 | 37 | 42 | 41 | 44 | 42 | 43 | 51 | 49 | 49 | 38 | 44 |
| Music | 15 | 15 | 8 | 12 | 28 | 22 | 20 | 18 | 31 | 50 | 62 | 62 | 63 | 63 |
| Physical Education | 16 | 16 | 16 | 20 | 22 | 19 | 20 | 19 | 47 | 45 | 33 | 33 | 28 | 28 |
| Physics | 6 | 6 | 10 | 10 | 10 | 20 | 20 | 26 | 25 | 31 | 30 | 30 | 28 | 32 |
| Social Science | 19 | 19 | 52 | 55 | 80 | 82 | 87 | 70 | 59 | 58 | 53 | 53 | 55 | 79 |
| General Science | | | | | 3 | 3 | | | | | | | 6 | 6 |
| Totals | 287 | 314 | 500 | 536 | 624 | 676 | 711 | 743 | 812 | 870 | 874 | 874 | 777 | 890 |

## TABLE III: ELEMENTARY CERTIFICATE REQUIREMENTS

### Distribution of Departmental Requirements by Term-Courses 1907—1921

| Departments | '07 | '08 | '09 | '10 | '11 | '12 | '13 | '14 | '15 | '16 | '17 | '18 | '19 | '20 | '21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | | | | | 1 | 2 | 3 | 3 | 3 | | 2 | 1 | 1 | 1 | 1 |
| Art | 4 | 3 | | 2 | 2 | 2 | 2 | 2 | 2 | | 2 | 2 | 2 | 1 | 1 |
| Biology | 3 | | | 2 | 1 | 1 | 2 | 2 | 2 | | 1 | 2 | 2 | 1 | 1 |
| Chemistry | | | | | | | | | | | | | | | |
| Commerce | | | | | | | | | | | | | | | |
| Education | 4 | 3 | | 4 | 4 | 4 | 4 | 4 | 4 | | 5 | 5 | 5 | 4 | 4 |
| English | 7 | 6 | | 6 | 6 | 6 | 5 | 5 | 4 | | 5 | 5 | 5 | 5 | 5 |
| French | | | | | | | | | | | | | | | |
| Geography and Geology | 2 | 3 | | 2 | 2 | 2 | 2 | 2 | 2 | | 3 | 3 | 3 | 2 | 2 |
| German | | | | | | | | | | | | | | | |
| Health | 1 | 2 | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | 1 | 1 |
| Home Economics | | | | | | 2 | 2 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 |
| Industrial Arts | | | | | 1 | 2 | 2 | 2 | 2 | | 1 | 2 | 2 | 1 | 2 |
| Latin | | | | | | | | | | | | | | | |
| Library Science | 1 | | | | | | | | | | | | | | |
| Mathematics | 5 | 5 | | 3 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 2 | 4 | 4 |
| Music | 1 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 |
| Physical Education | | | | | | 1 | 1 | 1 | 1 | | 2 | 1 | 1 | 1 | 1 |
| Physics | 1 | | | | | | | | | | | | | | |
| Social Science | 4 | 4 | | 4 | 4 | 3 | 3 | 3 | 2 | | 4 | 4 | 4 | 3 | 3 |
| Other Drills | 4 | 5 | | 3 | 4 | | | | | | 4 | 4 | 4 | 1 | 1 |
| Totals | 37 | 33 | | 29 | 31 | 29 | 30 | 30 | 30 | | 34 | 34 | 34 | 27 | 28 |

## TABLE IV: INTERMEDIATE CERTIFICATE REQUIREMENTS

### Distribution of Departmental Requirements by Term-Courses 1907—1921

| Departments | '07 | '08 | '09 | '10 | '11 | '12 | '13 | '14 | '15 | '16 | '17 | '18 | '19 | '20 | '21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | | | | 1 | 3 | 4 | 4 | 4 | 4 | | 3 | 2 | 2 | 2 | 2 |
| Art | | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | | 2 | 2 | 2 | 1 | 1 |
| Biology | | 2 | | 4 | 3 | 3 | 3 | 3 | 3 | | 3 | 4 | 4 | 3 | 3 |
| Chemistry | | | | | | | | | | | | | | | |
| Commerce | | | | | | | | | | | | | | | |
| Education | | 12 | | 9 | 9 | 9 | 9 | 9 | 8 | | 10 | 10 | 10 | 7 | 7 |
| English | | 9 | | 10 | 9 | 10 | 9 | 9 | 8 | | 9 | 9 | 9 | 8 | 9 |
| French | | | | | | | | | | | | | | | |
| Geography and Geology | | 3 | | 2 | 2 | 2 | 2 | 2 | 2 | | 3 | 3 | 3 | 2 | 2 |
| German | | | | | | | | | | | 5 | | | | |
| Heaith | | 2 | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | 1 | 1 |
| Home Economics | | | | | 2 | 3 | 3 | 3 | 3 | | 2 | 3 | 3 | 2 | 2 |
| Industrial Arts | | | | 1 | 3 | 3 | 3 | 3 | 3 | | 4 | 5 | 5 | 2 | 4 |
| Latin | | 3 | | 5 | 5 | 5 | 5 | 5 | 5 | | 5 | 5 | 5 | 5 | 5 |
| Library Science | | 1 | | | | | | | | | | | | | |
| Mathematics | | 10 | | 7 | 7 | 6 | 6 | 6 | 7 | | 6 | 5 | 5 | 7 | 7 |
| Music | | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | | 3 | 3 | 3 | 3 | 3 |
| Physical Education | | | | | | 2 | 2 | 2 | 2 | | 4 | 2 | 2 | 2 | 2 |
| Physics | | 2 | | | | | | | | | | | | | |
| Social Science | | 6 | | 6 | 6 | 5 | 6 | 6 | 6 | | 7 | 7 | 7 | 7 | 7 |
| Other Drills | | 6 | | 7 | 8 | | | | | | 8 | 7 | 7 | 1 | 1 |
| Totals | — | 62 | — | 59 | 64 | 58 | 58 | 58 | 58 | — | 75 | 68 | 68 | 53 | 56 |

## TABLE V: ADVANCED CERTIFICATE REQUIREMENTS

### Distribution of Departmental Requirements by Term-Courses
1906—1921

| Departments | '06* | '07* | '08 | '09 | '10 | '11 | '12 | '13 | '14 | '15 | '16 | '17 | '18 | '19 | '20 | '21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | | | | | 1 | 3 | 3 | 3 | 3 | 3 | | 4 | 3 | 3 | 3 | 3 |
| Art | 5 | 5 | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | | 2 | 2 | 2 | 4 | 2 |
| Biology | 3 | 4 | 2 | | 4 | 3 | 3 | 3 | 3 | 3 | | 3 | 4 | 4 | 3 | 3 |
| Chemistry | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 |
| Commerce | | | | | | | | | | | | | | | | |
| Education | 16 | 12 | 17 | | 17 | 15 | 15 | 15 | 15 | 14 | | 17 | 20 | 20 | 17 | 18 |
| English | 8 | 9 | 9 | | 12 | 12 | 14 | 13 | 13 | 12 | | 13 | 14 | 14 | 13 | 14 |
| French | | | | | | | | | | | | | | | 4 | |
| Geography and Geology | 2 | 3 | 4 | | 2 | 2 | 2 | 2 | 2 | 2 | | 3 | 3 | 3 | 3 | 4 |
| German | | | | | | | | | | | | 10 | | | | |
| Health | 2 | 1 | 2 | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | 2 | 2 |
| Home Economics | | | | | | 2 | 3 | 3 | 3 | 3 | | 4 | 4 | 4 | 3 | 3 |
| Industrial Arts | | | | | 2 | 3 | 3 | 3 | 3 | 3 | | 4 | 6 | 6 | 4 | 5 |
| Latin | 5 | 5 | 8 | | 10 | 10 | 10 | 10 | 10 | 10 | | 10 | 10 | 10 | 9 | 10 |
| Library Science | | 1 | | | | 1 | 1 | 1 | 1 | 1 | | | | | | |
| Mathematics | 11 | 10 | 14 | | 10 | 10 | 9 | 9 | 9 | 10 | | 9 | 10 | 9 | 9 | 9 |
| Music | 5 | 1 | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | | 3 | 3 | 3 | 6 | 3 |
| Physical Education | | | | | | | | 2 | 2 | 2 | | 4 | 2 | 2 | 2 | 2 |
| Physics | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 |
| Social Science | 5 | 6 | 10 | | 9 | 8 | 7 | 8 | 8 | 8 | | 11 | 11 | 11 | 11 | 10 |
| Other Drills | 6 | 6 | 6 | | 9 | 12 | | | | | | 11 | 10 | 8 | 2 | 1 |
| Totals | 72 | 67 | 82 | | 87 | 92 | 80 | 82 | 82 | 82 | | 113 | 107 | 104 | 99 | 93 |

* Life Diploma.

## TABLE VI: STANDARD CERTIFICATE REQUIREMENTS

(Advanced Certificate)

Distribution of Departmental Requirements by Semester Hours
1922—1933

| Departments | '22 | '23 | '24 | '25 | '26 | '27 | '28 | '29 | '30 | '31 | '32 | '33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agriculture | 2 | * | 3 | 3 | * | * | * | 3 | 3 | 3 | | |
| Art | ½u. | ¼u. | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| Biology | 3 | *3 | 3 | 3 | 6 | *3 | *4 | 7 | 7 | 7 | * | * |
| Chemistry | | | | | | * | * | | | | * | * |
| Commerce | | | | | | | | | | | | |
| Education | 21 | 21 | 20 | 20 | 18 | 17 | 16 | 13 | 13 | 15 | 12 | 12 |
| English | 14 | 13 | 15 | 16 | 18 | 15 | 15 | 15 | 13 | 14 | 12 | 12 |
| French | | | | | | | | | | | | |
| Geography and Geology | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 3 | 3 | 3 |
| German | | | | | | | | | | | | |
| Health | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| Home Economics | | | * | * | * | * | * | * | * | | | |
| Industrial Arts | | * | * | * | * | * | * | * | * | 1 | | |
| Latin | | | | | | | | | | | | |
| Library Science | | | | | | | | | 1 | 1 | | |
| Mathematics | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 3 | 3 |
| Music | ½u. | ¼u. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Physical Education | ½u. | ¼u. | 1 | 1 | 1 | | 2 | 2 | 2 | 2 | | |
| Physics | | | | | | * | * | | | | * | * |
| Social Science | 6 | 6 | 5 | 5 | *3 | 6 | 6 | 6 | 6 | 9 | 6 | 6 |
| Penmanship | ½u. | ¼u. | | | | | | | | | | |
| * Restricted Elective | | 5 | 3 | 3 | 8 | 10 | 8 | 3 | 5 | | 6 | 6 |
| Elective | 10 | 8 | | | | | | | | | 16 | 16 |
| Totals | 65 | 65 | 64 | 64 | 67 | 66 | 66 | 64 | 66 | 66 | 64 | 64 |

# CHAPTER V.

## THE TRAINING SCHOOL

By Richard A. Edwards

The Training School, known for the first half of this period as the Model School, opened September 11, 1906, a full four months before the beginning of the State Normal School proper. It was the first training school established in Kentucky as part of a teacher training institution. A copy of the *Eastern Kentucky Review* bearing the date of October, 1906, carries the following announcement:

> A distinctive and essential part of every modern Normal School is a Model School, in which the most approved methods of teaching and of school administration are illustrated by the work of expert teachers and supervisors.
>
> The Eastern Kentucky State Normal is peculiarly fortunate in finding at Richmond, in the Walters Collegiate Institute, a good nucleus of a Model School. The upper four forms of the institution have become a high school; the course of study has been strengthened and enriched, and those who successfully complete it will be amply prepared for immediate entrance into the regular courses of the best colleges and undergraduate departments of universities in any part of the country. The other grades have been added below, and thus provision is made for children of all ages and degrees of advancement.
>
> This Model School, complete in all grades, is organized for two purposes: first, to provide a school in which the students of the Normal can observe the best work as done by expert teachers, trained to their profession; and, second, to afford facilities of a superior order for the education of boys and girls whose parents desire for their children the advantages of a select private school.

The concept embodying the principle of a select private school for children of parents who were financially able to afford it, and who socially preferred it, was strongly prevalent in many sections of Kentucky in 1906. In fact, the free public school system inaugurated seventy years previous to this time still bore, in the minds of many citizens, a somewhat abstruse and hazy stigma of charity. This concept was fostered by the principal sectarian orders in the State because they controlled a large number of private schools of all ranks. It was also a dominant factor in the social order of the time. Those who traveled the turnpikes paid toll. Each school district, however small and

poor, provided its own building and employed the teacher of its choice. Centralization in education was scarcely known even in city school organizations. Socialistic and paternalistic tendencies were incompatible with principles of democracy thirty years ago. Tax payers generally did not object to public support for elementary schools. Even the poor should have an opportunity for a limited education; but beyond that it was the duty of each family and each individual to provide for any higher education according to their respective abilities.

The transition that has taken place in Kentucky within the past quarter-century is phenomenal. It is of historical significance and marks an epoch in educational development. The history of the Training School through this period presents a concrete representation of the change in one locality.

The Model School announced its tuition rates by the year as follows: $30.00 for each of the six elementary grades, $40.00 for the grammar grades, and $50.00 for each of the four upper forms.

One hundred and fifty-six pupils were enrolled the first year, including sixty-five in the high school. Col. E. H. Crawford, who had been chosen Director of the Model School, did not arrive until the year was half out. Three of the early instructors of the Model School later became prominent members of the Normal School faculty. These were Mr. J. A. Sharon, who acted as principal during the first fall term and taught high school classes; Mr. Wren J. Grinstead, who also was elected as a regular member of the Normal School staff, but continued to teach a few classes in the high school for several years; and Dr. Virginia E. Spencer, who taught the grammar grades for the fall term and who took up the duties of Dean of Women when the Normal opened January 15. Miss Wesa Moore taught the intermediate grades, and Miss Lena Gertrude Roling had charge of the primary children and bore the title of supervisor.

Within a year the organization crystallized into a more orderly plan with six full-time teachers. It remained about the same for fifteen years. A note added to the list of the Model School staff as printed in early bulletins states that "members of the regular faculty of the Normal School also teach in the

Model School on the departmental plan. In this way Drawing, French, Science, Vocal Music, and Penmanship are taught."

From the *Review* number dated July, 1907, the following interesting information is taken:

> Soon after assuming the duties of his office as Director of the Model School, Colonel E. H. Crawford organized the High School into a cadet corps and introduced, with marked success, self government through the military feature. In March the Model School boys to the number of forty were formally mustered into the service of the State by Col. Marvin Parrent, Assistant Adjutant General of the State. The cadets now have a compact organization with their own officers. They have the regulation uniform, arms and camp equipment, and the County of Madison, in conformity with the law, has furnished pressed steel lockers with combination locks, for use in the armory. No feature of the school is so popular as this voluntary, self-governing military organization.
>
> Instruction in this department is both practical and theoretical. The State furnishes guns, uniforms, etc., to all members. This department is free to all young men who matriculate in the school. Cadets will go into camp at Jamestown, July 18.

At Jamestown, Virginia, in the summer of 1907, the Nation was celebrating the three-hundredth anniversary of the settlement of the first permanent English colony in America. It must have been a great day for the cadets when they stood at attention and listened to the reading of "Special Order No. 28", as follows:

> The Cadet Company located at Richmond, Kentucky, Colonel E. H. Crawford commanding, is hereby attached to the Second Infantry, Kentucky State Guard, for and during the encampment, and will proceed to Jamestown, Virginia, with the above named organization at a time that shall be designated hereafter.
>
> This organization will be allowed the same privileges and concessions as other organizations of the Guard.
>
> By Command of Governor J. C. W. Beckham,
> Henry R. Lawrence, Adjutant General.

Fortunately the muster roll for the cadet corps has been preserved:

> Col. E. H. Crawford, Commanding; N. B. Noland, 1st Lieut.; J. P. Chenault, 2nd. Lieut.; R. R. Burnam, 3rd. Lieut.
>
> Sergeants: E. A. Deiss; T. E. Baldwin, Jr.; R. J. Roark; R. E. Turley, Jr.; O. J. Colyer.
>
> Corporals: Lowell E. Sharon, Ronald C. Oldham, Walter Q. Park, Chas. Powell, A. C. Chenault.
>
> Privates: John Adams, Lindsay Blanton, Jr., Kavenaugh Broaddus, Paul Burnam, Barnett Chenault, John Cornelison, Lodell DeJarnett, Alex Mason, Robert Mason, Rankin Mason, Ivan

McDougle, C. H. Park, K. S. Park, J. G. Phelps, Luther Powell, Frank Prather, B. C. Simmons, Jr., R. W. Walker, Joseph Weber, Malcolm Adolphus Parsons.

The Drum and Bugle Corps comprised Joe Hollenkamp, Drum-Major; Philip Blumenthal, Archie Chenault, Earl Curtis, Frank Devore, Robert Estill, Garnett Million, Glen Million, James Stepp, Brown Lee Yates.

Not all of the drum and bugle corps were bona fide members of the school, and not all of the rythmic cadence blown from bugles or pounded out of drums fell with pleasing sound upon the ears of the Colonel of the Second Infantry. At Jamestown the drum and bugle corps carried guns.

The camp was a momentous event in the lives of the cadets. It was a subject of considerable interest in the home community. One exciting incident which occurred while the boys were in camp was of sufficient interest to be written up in several Eastern papers. Elmer Deiss came near drowning while swimming at Virginia Beach. Through the heroism of N. B. Noland he was rescued and brought to terra firma, although young Noland, who was by no means an expert swimmer, almost lost his own life in the effort.

The Model High cadets participated in one more historical celebration. The Boonesborough chapter of the D. A. R., in October, 1907, dedicated the marker it had erected on the site of the old stockade fort at Boonesborough. One hundred and thirty years previous to this event the direct ancestors of some of these boys had fired volleys from this identical spot, not into the air, but with deadly aim at the creeping bodies of redskins outside the fort; and twenty-four years later the sons of some of these cadets participated as Boy Scouts from the Model High School in the dedication of the Boonesborough memorial bridge.

By the end of the second year of the Model School military drill had lost its glamor. There were no more Jamestown expeditions, and Col. Crawford had withdrawn from the institution. The enrollment in high school decreased. In three years it was less than half as large as it had been in 1907. The Normal was supporting the High School and getting very little in return from it.

Walters Collegiate Institute property was not ceded to the state institution when Richmond was selected as the site of the school. Its trustees held the property until almost the end of President Crabbe's administration before negotiations for its purchase by the Normal were consummated. The Normal maintained the "private" high school as a continuation of Walters Collegiate Institute, and at the same time paid "excessive" rental fees for use of the property.

The minutes of the Board of Regents in session May, 1911, record the motion that "Walters Collegiate Institute lease to Eastern Kentucky State Normal School its building and property—that in consideration therefor—Eastern Kentucky State Normal School do conduct during said period a first class high school as an adjunct to the Model School." A second motion immediately following the preceding one contained a threat that unless a satisfactory deal could be made with the Walters Collegiate Institute trustees, the Model High School would be abolished and secondary work conducted within the Normal. The former plan being more in accord with the wishes of patrons of the school, it was the one that prevailed for the time.

At a meeting of the Regents in July, 1912, "President Crabbe recommended that the Model High School be continued, and that it should be extended and developed as a high class preparatory school: principal to be employed at a salary not to exceed the maximum, $1,900, tuition in grades seven and eight to be free for the future." Two years later at a meeting of the Board of Regents "the question of the continuation of the Model High School was discussed and the matter was left open for a decision of President Crabbe, details covering same to be arranged by him."

A great impetus was given public education in Kentucky in 1908 by the Sullivan Act which made it mandatory upon the counties of the State to establish, or maintain by contract, free public high schools. A number of the larger cities were already supporting secondary schools as part of their free school systems. Within two years after the founding of the state teacher training institutions the Commonwealth had extended its public school system through the secondary field, and made of its state college a university.

About the same time the standardization of high schools was brought about indirectly by the Carnegie Foundation's pension plan for superannuated college professors. The Carnegie Foundation defined the college entrance unit and fixed the entrance requirements for colleges that qualified for the pension benefits at fifteen units, or approximately four years of standard secondary work. This forced the secondary schools to extend their curricula to make contact with the standard colleges. Public high schools, private and church schools, seminaries, institutes and "colleges" had been operating up to this time with curricula three years in length for many of them. The new demands for four years of standard work, which the Model High School had adopted in 1906, worked a hardship upon many private schools, but was a favorable move for the rapidly growing public high schools.

There were no graduating classes from the Model High School in the years 1907, 1908, and 1911. The school had taken a forward stand comparable with the best secondary schools in the State when it continued the four years requirement of Walters Collegiate Institute for graduation. That was as much as the Normal School demanded of its graduates at first. Some of the Model High School students transferred to the Normal and finished there. A few of the girls returned to Madison Female Institute and graduated there. For the first five or six years students continued to drop out after three years of work and enter college with the credits already earned, or with the necessary extra credits made up elsewhere. A number of reputable colleges did not require graduation from a four-year high school for entrance at that time.

The *Review* for April, 1909, contains this interesting bit of information about the accrediting of the High School and its first graduating class:

> The Model School has recently been accredited by the State University under its new advanced requirements. The University of Michigan will hereafter accept recommended graduates without examination. Transylvania University has informally agreed to give the Model School graduates one year advanced standing. Of this year's senior class, one plans to enter Yale, one Michigan, and one the University of Missouri. The Model School now has a recognized standing in the educational world.

## Three High Schools and the Shifting Sands

Madison Female Institute was a well known girls' school established in 1856 under the auspices of the church of the Disciples of Christ. During the War Between the States the buildings were occupied part of the time by Federal troops as a hospital. After the war civil government in the South was too weak and too impoverished to support public schools adequately; as a result, private schools and academies were revived and flourished. Madison Female Institute drew students from other counties in the State and from some of the neighboring states. It provided a cultural training for the daughters of well-to-do families. The Institute also maintained an elementary school of six grades for both boys and girls.

With the coming of the Model School Richmond had three complete educational plants extending from the first grade through the twelfth. All three struggled to keep up a bold front. The impetus given to public education in Kentucky proved deleterious to the progress of private and church schools. Walters Collegiate Institute had already taken refuge under the wing of a state institution. By 1919 the Madison Female Institute, founded in 1856 and located across the valley on the opposite hill, had so dwindled in numbers and depreciated in property that it ceased to operate, and its trustees tendered the property to the city Board of Education, gratis. Many families of the community had already changed their patronage to the Model School. One of the teachers at the Institute, Miss Marianna Deverell, had accepted a position on the Model School staff in 1910. After sixty-three years of effective service, the Institute, having passed through the throes of war, a period of prosperity, and an age of decline, found itself like an aged lady, bereft of its usefulness, but still loved for what it had been.

When the city Board of Education accepted the property of Madison Female Institute in 1919, it transferred the secondary grades of the Caldwell Public High School to the historic buildings on the newly acquired campus. Two years later the public school on North Second street burned. Then under the superintendency of Mr. John Howard Payne a new and imposing public school building was erected on the site of the Institute. This building was completed in 1922. At once

a new civic pride began to manifest itself with increased respect and loyalty to the public school. Caldwell High School changed its name to Madison High School.

There was still a division of educational support and loyalty in the community. Superintendent Payne presented the situation to State Superintendent George Colvin, chairman of the Board of Regents for Eastern. Mr. Colvin's ideas on public education jibed exactly with the ambitions of the city superintendent, and, being a fearless man, the suggestions of Superintendent Payne were soon expressed in action. The year that witnessed the completion of the new home for Madison High School on the grounds given to the city by the defunct Madison Female Institute also witnessed the recommendation of State Superintendent Colvin to the effect that the Normal School should abolish its Model High School. The graduating class at the Model High that year had been the largest in the history of the school. For eighteen years it had carried on the traditions of Walters Collegiate Institute and had done exceptionally good work for a small high school. But it was true that the State Normal had not, up to this time, used the Model High School for training purposes. No student teaching had ever been done in it, and very little directed observation. It was an expensive adjunct to the state institution, carried on at public expense because an agreement had been entered into to that effect in the early history of the school; and, moreover, the presence of the Model High School divided the educational interests and social forces of the community in a way that was not conducive to the building up of a modern, progressive high school at either site.

The action of Mr. Colvin, acquiesced in by President Coates, plus the initiative of Superintendent Payne, soon changed the educational status of the community. The city school gained in public favor. Extra-curricular activities were introduced into the High School with the result of increased pride in the new public school. Within four years Madison High more than doubled its enrollment and established itself on a new plane.

During the same four-year period the Model School, now called the Training School, reduced to eight elementary grades, barely held its own in numbers. Before 1922 there had been a waiting list of pupils whose parents applied for admission when

room would permit. In this period the waiting list disappeared, the Parent-Teacher Association dissolved, and children completing their work in the Training School began to look forward to their entrance into Madison High. Within the same period the demand upon the Training School for student teaching had exactly doubled, and the College began to launch out more strongly than ever in the preparation of high school teachers.

At the time the Model High School was abolished in 1922 Eastern was doing very little toward the preparation of high school teachers. But the school was just then extending its curriculum to cover four years of college. The student-body was rapidly increasing in numbers, and the demands upon the Training School were in proportion. The High School had been given up just at the time when the need for it was beginning.

Up to this point four critic teachers had taught the eight elementary grades and supervised student teaching. In January, 1923, a fifth critic was added to the staff; and in three years more the school had been forced to employ a teacher for each of the nine grades then in the Traning School.

For the school year 1924-25 the Director was given a leave of absence with a General Education Board scholarship. During his leave Mr. M. E. Mattox acted as director. The Junior High School for grades seven, eight, and nine was organized in September, 1925.

An agreement was entered into with the Richmond Board of Education in 1926 for the extension of student teaching into the city school; but the plan was thwarted when a group of citizens appeared before the Board with a petition objecting to the agreement. Finally, in 1934 President Donovan and Superintendent O'Donnell completed arrangements whereby the city school would assist in the conduct of student teaching during crowded terms, and 127 student teachers did three hours each in the city schools in 1934-35.

The increased number of college students preparing themselves for high school positions soon burdened the junior high school grades of the Training School with student teachers to such an extent that it became desirable to relieve the situation by restoring the senior high school grades. This was done by

President Donovan in 1930. The Normal High School, which had issued teaching certificates, and which from 1927 to 1930 had granted high school diplomas, was discontinued in the latter year. Three of its faculty, Mr. Walker, Mr. Burns, and Mr. Bryant, were added to the new high school staff.

A contract was entered into with the Madison County Board of Education whereby those county high school pupils living nearer to Richmond than to other county high schools might receive free tuition in the Model High School, the county paying the Teachers College a fee of ten dollars per pupil at first, but later doubled. Thus after twenty-four years of service to the community and to the Normal School and Teachers College, eight of which had been without a standard high school, the Training School was reorganized on the six-six plan with fourteen full-time teachers and once more had a standard, accredited high school.

### QUARTERS

Walters Collegiate Institute continued its spiritual existence re-christened as the Model School in 1906, and occupied the same quarters, under the new name and new organization, that it had been occupying for the five previous years on the first and second floors of old Central University building. From September 11, 1906, to Christmas, 1909, the school continued to occupy these rooms, while the Normal School occupied other rooms in the same building. The Director of the Model School had his office on the second floor opposite the assembly room, but the administrative offices of the Normal were located in Memorial Hall, then the girls' dormitory.

The Training School at Eastern has, from the first, been respected in the choice of its location. In January, 1910, the school was moved into Roark Hall, a new building, in which there were rooms specially planned for the Model School. Each room had a telephone leading to the President's office on the first floor (the President was then the director), and there were narrow, raised platforms in the rear of the rooms built for the convenience of observation classes.

The building used in 1930 exclusively for the Training School was erected in 1917-18, during the World War, when

money values were rapidly rising. It cost about $60,000.00. The contractors defaulted, and their bondsmen completed the building with some rather cheap workmanship. In October, 1918, the school moved from Roark Hall into this edifice, later named James W. Cammack building. This, the first training school building in Kentucky, has at the end of eighteen years become inadequate for the purposes for which it was designed. When the Model High School was reorganized in 1930, it was given the same rooms in old Central University building where it had its inception in 1906—and with the same janitor, Irvin Gentry.

### Curriculum

The course of study for the Model School printed in 1907 presented such a splendid outline for a training school curriculum that few changes have been made with respect to fundamentals within the thirty years. The new course set a high standard for Kentucky schools. While primary teachers all over the State were using the A. B. C. method of teaching children to read, the Model School employed a method "beginning with action sentences consisting of one word", and "the pupils are gradually led into longer and more difficult sentences woven into stories or conversation."

Miss Lena Gertrude Roling, who had done work at Wooster University, taught the primary grades for the first two years. Her methods were improved upon after Miss May C. Hansen became primary critic in 1912. She, too, began the process of reading with meaningful content and without the use of primer books; but she added the analytic-synthetic method of motivated drill which she had learned in the Francis Parker training school at the University of Chicago. Hundreds of primary teachers, having mastered these methods at Eastern, have put them into practice in the public schools of the Commonwealth. Miss Hansen accepted a leave of absence in 1928, and was succeeded by Miss Margaret Lingenfelser, who has continued the excellent work of her predecessors, and has added the newer feature of developing the learning processes from purposeful activities of the children's choice.

The *Review* for July, 1907, announced that "each room in

the Model School is furnished with a complete small library of books suitable for the children in that grade." Among the supplementary readers listed for the second grade there appeared two sets that are of special interest: The "Tree Dwellers", by Dopp, and the "Early Cave Men", by the same author. These books are still in use in the second grade and are in good repair; but they were relegated to a back shelf during President Crabbe's administration for the very interesting reason that he was conscientiously opposed to any teaching of primitive life, even in story form. The Training School in 1935 had about 3,000 supplementary books in the different classrooms, and a library of about 4,000 additional well-chosen books for general reading.

The importance of "refined English" in the education of youth may be gleaned from these sentences found in the introduction to the Model School number of the *Eastern Kentucky Review* for 1907: "The Director will watch with zealous care such essentials as audible reading, writing, spoken and written English. Written work of all grades will be daily filed in the office, subject to inspection by the public." The teaching of no other subject received so much attention. "Language is taught in connection with all other subjects"—sounds very modern. Then follows a quotation from Dr. Roark: "Drill in fluent, correct, and refined English should begin for each pupil the day he enters school, and be the last thing done for him when he leaves the university."

The fundamentals were well taught from the first. All courses were planned with sequence and continuity that contributed to the wholesome and natural development of children through the twelve grades of school. Nature study in the elementary grades and science in high school were outlined for each year; and so were the subjects of mathematics, history, and literature. Drawing and art were supervised in the grades and one class of each offered in high school. Vocal music was likewise taught by a supervisor, as it always has been since the first.

The course of study during President Roark's administration (1906–10) introduced the French language in the third grade, and offered it in each succeeding grade through high school. German, first taught in the seventh grade, was also

offered in the succeeding years. Four years of Latin and two of Greek were given in high school—a rather humanistic curriculum.

The Model School bulletin for 1908 announced that "The high school course is arranged to combine three essential compulsory subjects and one elective subject each year but the last, when two electives are allowed. The compulsory subjects include subjects necessary for university entrance. An elective course must be chosen for not less than two successive years. A music course has also been arranged to run parallel with these courses to be taken as an elective."

By 1910 the offerings in high school had simmered down to one year each in science and history; but four years of English, Latin, and mathematics were given. Two years of Greek and two of French were still in the curriculum. "The course covers", the catalog stated, "sixteen units as defined by the College Entrance Examination Board, as follows: English, 3 units; Latin, 4 units; Greek, 2 units; Ancient History, 1 unit; Geometry, 1½ units; Algebra, 1½ units; German or French, 2 units; and Physics, 1 unit." These requirements seem quite rigid compared to the present ones which specify only three units of English and two of mathematics as required with the other eleven units elective. No foreign language has been taught in the grades since the World War, and no German in the high school. Greek had been dropped from the high school before that time.

### Extra-Curricular

Model High School had a football team in the beginning years of its existence, and again in the last years before its discontinuance in 1922. It had baseball, track, and basketball teams also in the years between 1907-1912. In 1919 the school joined the Kentucky High School Athletic Association, which the writer of this chapter had been instrumental in organizing in 1916-17. Previous to that time high schools in the State had had no state-wide organization governing the ethical conduct of inter-scholastic contests.

Other extra-curricular activities which were important

enough in the life of the school to leave some record of achievement included a high school orchestra and a dramatic club.

Club activities developed with the rise of junior high schools and the changing philosophy of education. In 1915 the writer had introduced the six-six plan of organization in the second school in Kentucky to adopt it. When he came to the Training School as director in 1918 it was announced in the *Review* bulletin that the Training School would be reorganized on that basis; but there were obstacles in the way. It was not until 1925 that the Junior High School became a fact, with a half dozen clubs of the pupils' choice. This number has now trebled.

A liberal philosophy has governed the policies of the school since the beginning, in spite of its rigid, academic, high school curriculum. Col. Crawford announced in the 1907 Model School *Review* bulletin that "Physical culture and military training will play a conspicuous part in the discipline of those coming under our charge." The attractive bulletin published a year later states that "The rules of the school are few and designed to secure the greatest good to the greatest number. Each pupil is given every opportunity for self-control. A healthful school spirit is fostered and every effort made to command the loyalty of both pupils and parents of the school." This has really been the policy upon which the government of the school has rested from that time to this. For several years the Director of the Training School has announced to the student body at the beginning of every term, that the school has no rules; that the pupils are supposed to do as they please so long as they please to do right; that every boy is expected to be a gentleman, and every girl a lady; and that the school stands for three ideals which it is hoped will be characterized in every pupil; namely, scholarship, courteous conduct, and personal honesty.

For twenty-five years the Training School had a ten months school year, with a special six weeks summer term until 1922. Beginning 1930-31, the length of the school year has been made nine months with the special six weeks summer term resumed.

The whole-hearted support of the school by its patrons was shown in the management of the art exhibit held May 20 to 23, 1909. The twenty patronesses, whose names appeared on the

program, and the sixteen young ladies whose names appeared on the reception committee, sponsored the exhibit in the Miller Gymnasium; Miss Margaret Lynch was chairman. The splendid collection of pictures secured by these ladies from the proceeds of the exhibit still adorn the walls of the classrooms in the Training School. Very few other pieces of art have been added to them within the intervening twenty-seven years.

The organizers of the Parent-Teacher Association the next year were those who had helped to make the art exhibit a success. This organization contributed to a wholesome morale in the school and established a bond of understanding between the community and the school which has never entirely been severed. The first meeting was held November 25, 1910; and the last one recorded in the minute book was February 29, 1924. Following is a record copied from the minutes of the first meeting: "Dr. Crabbe lead the discussion with talks by Mr. MacBryde. Miss Deverell, Madame Prowtrowska, Miss Patridge, Miss Green, Mr. Robert Burnam, and Judge Lilly. Mrs. T. S. Burnam was made president of the association, and Miss Green, secretary-treasurer." Those paying dues for the first year were Mrs. J. S. Hagan, Mrs. T. J. Smith, Mrs. W. H. Park, Mrs. E. W. Powell, Mrs. Dr. Vaught, Mrs. E. Witt, Mrs. B. L. Banks, Mrs. C. F. Chenault, Mrs. S. L. Deatherage, Mrs. T. S. Burnam, Mrs. John Arnold, Mrs. Henry Perry, Mrs. H. C. Jasper, Mrs. L. P. Evans, Mrs. Joe Chenault, Mrs. J. R. Pates, Mrs. O. W. Hisle, Mrs. G. D. Smith, and Miss Jenny L. Green.

For the year 1915-16 there were fifty-one paid memberships. From the minutes one would conclude that all the speakers were "interesting", the entertainment "delightful", and the refreshments "delicious". In fact, the programs were usually of a high order and were appreciated. To turn through the minutes one sees such items as these: "Prof. Marsteller lectured to the Association on Rousseau's *Emile*"; "Dr. Scanlon gave a very interesting talk on practical morality, followed by a lively discussion, a great many taking part"; and "the Rev. Homer Carpenter gave a talk on music and its place in the community life." More than one program included "a solo by Miss Cynthia Davison."

When the administration of the Normal changed in 1916

the P. T. A. sent "a committee to appear before the Board of Regents and express to them the parents' appreciation of the work done by the Model School teachers, and to ask that they be unanimously reappointed."

Books suitable for the Model School children were purchased by the Association and placed in the Normal School library before a Training School library was established. Playground equipment was also installed by the organization. For a period of about two years, 1916–18, the members financed and managed a noon-day lunch for the children; and the last kindly act before the association adjourned, sine die, was to contribute a first-aid medicine cabinet to the school. It is still in daily use.

Those who served as presidents of the Parent-Teacher Association during its life time were as follows: For 1910-11, Mrs. T. S. Burnam; 1911-12, Mrs. Thomas Jafferson Smith; 1912-13, Mrs. Joe Chenault; 1913-14 and from 1915 to 1917, Mrs. B. H. Luxon; 1914-15, Mrs. W. H. Park; 1917-19, Mrs. J. R. Pates; 1919-20, Mrs. Harry Blanton; 1920-21, Mrs. Murrison Dunn; 1921-22, Mrs. Warfield Bennett; 1922-23, Mrs. Frank Clay; 1923-24, Mrs. H. H. Brock.

The P. T. A. was reorganized October 5, 1933, and the following officers were elected to serve for a year and a half: Mrs. G. Murray Smith, president; Miss Ruby Rush, vice-president; Mrs. Turley Noland, secretary; and Mrs. James W. Deatherage, treasurer. Officers for 1935-36 are Mrs. James J. Shannon, president; Miss Eliza Hanson, vice-president; Mrs. Rodes B. Terrill, secretary; Mrs. Oscar Swofford, treasurer.

A "Training School Children's Room" in the Pattie A. Clay Infirmary was equipped in 1929 at the expense of $500.00, which sum was raised by the pupils.

### PROFESSIONAL SERVICE

The Normal School was established for the expressed purpose of training teachers for the public schools of the Commonwealth; but the Training School, the laboratory where the practical side of the training was to be done, the "Model School" where the "students of the Normal can observe the best work", was offering "the advantages of a select private school," and

announcing that "military training will play a conspicuous part."

The special Model School number of the *Review* issued in the summer of 1908 announced in bold type, "The purpose of the Model School is to furnish a high grade preparatory school for the people of the community. The faculty has been chosen with that end in view. The school is in no sense a practice school and no practice teaching is allowed. Typifying, as it does, however, the best methods of teaching, Normal students are required to observe the work in all grades but without interfering with the regular work of the class."

This policy was soon changed. During the illness of President Roark at a meeting of the Board of Regents, January 12, 1909, "Mrs. Roark reported that a practice school had been conducted by Miss Patridge in accordance with plans for same previously adopted, and that the school was a success." One month later at another meeting of the Regents the question arose again, and "Prof. Jayne in connection with the Acting President was authorized to organize a practice school without delay".

Professor I. W. Jayne had succeeded Col. Crawford as Director of the Training School. His year of service in the school appears to have been a stormy one. At the June meeting of the Board of Regents charges of "insubordination" were brought against him by the acting President. The records show that he was formally "discharged" after a whole page of "whereas" had been spread on the book, one of which noted that he had already accepted another position.

Mr. Jayne was succeeded by Dr. E. George Payne, a man who has since become nationally prominent in the field of professional education. It was resolved at the October, 1909, meeting of the Regents, "1st. that Dr. E. G. Payne be elected Professor of Pedagogy and Director of Training, and that he be authorized to organize and classify the observation and practice work of the school; 2nd., that the Director of Training shall assign Normal students to observation work in the Model School, and also assign Normal students to practice work after having completed observation work required of them."

At the December meeting, "Upon motion the Board ap-

proved Dr. Payne's plan of reorganizing the Model and Practice Schools and the details worked out by him and Mrs. Roark, but retained two grades to each teacher and the only extra expense to be the employment of Miss Patridge, and one assistant in the high school''.

When Dr. Payne resigned at the end of the school year the Board passed a resolution of regret.

President Crabbe came to the Presidency of the Normal in 1910, and immediately took into his own hands the reins of the Director of the Training School just dropped by Dr. Payne. Observation 1 and 2 and Practice Teaching 1 and 2 had been added to the curriculum. From that day to this the school has functioned to the limit of its capacity in the training of teachers, and in the education of children.

The ''Year Books'' and summer school bulletins for 1911 and 1912, contain this rather pithy paragraph which speaks for itself: ''While even the most ignorant and thoughtless of the general public seem to know that Normal Schools were established for the purpose of training teachers, there are many intelligent people, including some teachers, who fail to recognize the one vital point of difference between Normal and other schools. Either they do not know or they will not see that the great distinctive feature of a Normal school is the opportunity it affords for the observation of the teaching process, as carried on in the different grades, and the privilege of individual practice.''

Then follows another paragraph which expresses very poignantly a basic principle upon which the entire institution is built: ''Academic work is done in every school,'' says the writer, ''and all branches of learning including the theory of education, may be pursued in other institutions of learning; but only in a Training School for teachers are pupils taught the art of teaching as well as the science, and given systematic instruction in both theory and practice.''

The October *Review* for 1912, makes the following clear-cut statement of objectives:

> This institution is to train teachers and it stands for four things:
>
> 1. A high standard of scholarship.
> 2. A thorough study of the science of teaching.

3. Observation of the teaching process in the eight grades and high school of the Model School.
4. Practice teaching under competent supervision.

As director of the Training School President Crabbe supervised its administration in the minutest detail. It was his custom every morning before school opened to visit each classroom, shake hands with the teacher, and pass a few words of interest and concern relative to the school work. Once a month each teacher filed with him a complete synopsis of all subject matter covered during the month, written out on a special form of legal-cap paper. Each teacher was supplied with two substantially bound record books, one for attendance and the other for pupil achievement records. These were used for nine years, and are still preserved in the archives of the Training School.

He delegated the supervision of teacher training work to Miss Lelia Patridge, a quaint little lady and a delightful soul, who had been elected to the Normal School faculty in 1909. She was a graduate of the Framingham (Mass.) State Normal School, the second established in America, and had acquired a rich experience in various types of educational work. She was a devout disciple of Colonel Francis Parker and of his philosophy of education. Her two books, *Quincy Methods* and *Talks to Teachers,* were written from first-hand knowledge and observation in his school at Quincy, Mass., and later in the Chicago Normal School, and as a frequent visitor in his home.

As teacher of methods in Eastern Kentucky State Normal School for a period of eleven years, and as supervisor of practice and observation in the Training School for the first part of that period, she, perhaps more than any other person ever connected with the institution, succeeded in teaching a philosophy of educational method which time and experience have indorsed as practical.

At a time when teachers almost everywhere were having pupils drawl out monotonous hours in "audible reading"—one of the training school objectives laid down by Col. Crawford in 1906—Miss Patridge appeared like a torch in the night, exposing fallacies in the old method and showing the advantages of a silent reading method in all grades. She lectured and she demon-

strated; she convinced and she sent teachers into the schools of the state who really improved the instruction of thousands of children. The methods of teaching reading in the Training School at the time this chapter is written are substantially the same as those introduced by Miss Patridge.

On a dark, rainy night while crossing a street in Richmond she met a sudden and tragic death. She had willed her personal belongings to her friends, and her estate of about $8,000.00 she bequeathed to the founding of a home for those like herself, who, when they had grown old in the teaching profession, might have a comfortable place in which to spend their last days.

The professional work in the Training School during most of the sixteen years from the beginning of the Normal until it became a standard college included two ten-weeks courses in observation and two ten-weeks courses in practice teaching. The procedure varied somewhat from time to time, but that was the general plan.

Observation 1, an "orientation course", was required of all students in the Elementary certificate curriculum. Students spent two weeks in each grade, kept notebooks in which they wrote up the activities observed, and discussed methods with the supervisor or teacher in charge of the class. After the Model Rural School was established on the campus, most of the observation for this group was done in it.

Observation 2 was required in the Intermediate certificate course. It was conducted very much like Observation 1. For most of the first ten years of the school these students were assigned to the four elementary critic teachers, divided into four groups, and went the "ring around the rosie", the critic teachers grading their notebooks. After the administration of President Coates had continued for two years, a Director was employed for the Training School to take this burden off the President, and classes in observation were placed under the direction of this man.

Practice Teaching 1 and 2 were offered in the Advanced certificate curriculum. Student teachers were given their assignment in the Training School by the Director. A course in Observation 3 was sometimes offered for students of college rank.

From 1921 up to the present time one college course in Observation has been given. Before 1926 it was Observation and Participation, and the students followed the old plan of spending two weeks in each of the elementary rooms. After 1926 it was a course in Observation and Method, and was differentiated into three classes, for primary, upper grade, and rural teachers respectively, with a syllabus outlining the work. In the new revision of the curriculum which went into effect in 1931 this course has been changed to "Fundamentals in Education" and its credit value doubled.

Records for the number of demonstration lessons taught in the Training School for college classes have been kept for the last ten years and are as follows: 310 for 1926-27; 219 for 1927-28; 258 for 1928-29; 278 for 1929-30; 266 for 1930-31; 384 for 1931-32; and over 400 for each year since then.

Practice Teaching 1, for a period of about twelve years, was done in all eight grades, two or three weeks in each room, one hour of teaching each day plus another hour for conference with the critic teacher or supervisor. The second ten weeks term of Practice Teaching 2, while not always required, was offered in the grade or subjects which prepared the candidate for the kind of position he intended to hold. For the past fourteen years 1 and 2 have both been required in a combined course carrying five semester hours credit, and the work has all been in the grades or subjects in which the student teacher is majoring, except for the past two years when standard certificate people were permitted to take three hours in one-half semester. Since the expansion of the training facilities and increase in the number of supervising teachers not more than three student teachers are assigned to any room for the same period, and not more than nine for the semester.

### Training Rural Teachers

The crying need in Kentucky for better rural teachers has been recognized by this institution from the first. An arrangement was made with the Madison County school authorities in 1909 for the use and control of the Watts rural school located on the Lancaster pike about three miles from the campus.

An interesting description of the school is given in the April *Review* for that year: "The County Training School, recently organized, has a full attendance. . . . Several mild innovations in country schools have been mildly introduced, such as written spelling and supplementary reading. One member of the training class accompanies Miss Patridge each day and teaches under her supervision. During the ride back and forth the time is used in discussing plans and methods."

The relationship with the Watts school was terminated after a few years. On September 8, 1912, the Regents authorized President Crabbe "To begin the work of building a model rural school building by asking for preliminary sketches and bids for same at the earliest possible date." For some unknown cause the building was not constructed until 1929 when the Regents repeated the authorization to President Donovan, who had the new brick, one-teacher, model school building erected on the college farm near the campus. The Madison County Board of Education turned over to the Teachers College the Watts school district. A new school bus was purchased and free transportation was provided for the children of this district.

In January, 1918, President Coates organized a one-teacher rural school on the campus at Eastern. A room for the school was first taken in the basement of Roark Hall, the same building that housed the Training School at that time. But when the Library moved into the new Training School building in October, 1918, the Model Rural School occupied all of the old Central University Academy building vacated by the Library. Miss Mariam Noland taught this school with rural children, all eight grades, until it was discontinued in 1922.

President Coates made a contract with the Madison County Board of Education for joint operation of Kavanaugh rural school on the Irvine pike in 1921. The Green's Chapel school on Barnes Mill pike was added to the contract in 1923. Both of these schools remained part of the Training School organization until 1929. A bus was operated on a regular schedule between them and the campus. Classes went out to observe and student teachers to practice. During a brief period of about one year each, from 1921 to 1923, Mr. C. D. Lewis and Mr. W. L. Jayne supervised rural training work and headed what was

called a department of rural education. The Director of the Training School supervised these schools, both in their administrative and professional aspects at all other times.

Beginning in 1931 rural education at Eastern offered for the first time a curriculum leading to a degree and preparing teachers, supervisors, county superintendents and consolidated principals for the specific duties of this most neglected field of public education.

The transition through which the Training School has passed during the first quarter century of its history marks a change in educational ideals and practices from that of the private school, as represented in Walters Collegiate Institute, to that of a more democratic education as typified in the State's public school system. The organization of the school has been changed from the conventional eight-four plan, which had its origin in the German Volkschule and the English academy, to the six-six plan of American origin, which has the advantage of a better integrated program. In September, 1934, a nursery-kindergarten room was added under the stimulation of the Federal Emergency Relief Administration. The methods of instruction have progressed with the changing philosophy of education. The school has taken advantage of the results of scientific research in education made available during this rapidly evolving period. The results of standardized tests, first introduced in 1920 and used consistently since that time, show the scholastic standing of pupils in the Training School to be, on the average, up to or above that for the country as a whole. While the number of pupils in the school has been limited, for most of the time, to thirty to the grade, the expansion made necessary by the demands of the college has almost trebled the numbers and has increased the full time teaching staff to seventeen. These first thirty years record a struggle, a metamorphosis and a sudden burst of approval for public education and for better trained teachers in Kentucky. The Training School has played a conspicuous part in this advancement.

## TABLE SHOWING GROWTH OF TRAINING SCHOOL

| Year | Elementary School | High School | Total | Campus | | Rural | |
|---|---|---|---|---|---|---|---|
| | | | | Full Time Teachers | Student Teachers | Critic Teachers | Student Teachers |
| 1906–07 | 91 | 65 | 156 | 6 | | | |
| 1907–08 | ..... | ..... | 157 | 6 | | | |
| 1908–09 | ..... | ..... | 140 | 6 | | | |
| 1909–10 | 110 | 27 | 137 | 6 | | | |
| 1910–11 | 113 | 31 | 144 | 6 | 26 | | |
| 1911–12 | 117 | 28 | 145 | 5 | 29 | | |
| 1912–13 | 131 | 27 | 158 | 5 | 41 | | |
| 1913–14 | 135 | 29 | 164 | 6 | 48 | | |
| 1914–15 | 133 | 49 | 182 | 6 | 39 | | |
| 1915–16 | 130 | 53 | 183 | 6 | 53 | | |
| 1916–17 | 131 | 64 | 195 | 6 | 81 | | |
| 1917–18 | 136 | 71 | 207 | 6 | 41 | 1 | |
| 1918–19 | 138 | 57 | 195 | 6 | 52 | 1 | |
| 1919–20 | 144 | 65 | 209 | 6 | 68 | 1 | |
| 1920–21 | 144 | 70 | 214 | 6 | 66 | 1 | |
| 1921–22 | 132 | 65 | 197 | 6 | 99 | 2 | |
| 1922–23 | 165 | ..... | 165 | 5 | 81 | 2 | |
| 1923–24 | 160 | ..... | 160 | 5 | 146 | 4 | |
| 1924–25 | 147 | ..... | 147 | 5 | 126 | 4 | 33 |
| | I–VI. | VII–IX. | | | | | |
| 1925–26 | 139 | 56 | 195 | 6 | 156 | 4 | 44 |
| 1926–27 | 161 | 72 | 233 | 9 | 162 | 4 | 29 |
| 1927–28 | 170 | 84 | 254 | 9 | 151 | 4 | 27 |
| 1928–29 | 186 | 74 | 260 | 9 | 142 | 4 | 23 |
| 1929–30 | 170 | 65 | 235 | 9 | 192 | 1 | ..... |
| | | VII–XII. | | | | | |
| 1930–31 | 176 | 196 | 372 | 14 | 214 | 1 | 6 |
| 1931–32 | 189 | 185 | 374 | 14 | 232 | 1 | 11 |
| 1932–33 | 192 | 175 | 367 | 14 | 234 | 1 | 11 |
| 1933–34 | 191 | 155 | 346 | 14 | 277 | 1 | 12 |
| 1934–35 | 217 | 168 | 385 | 16 | 301 | 1 | 16 |

# CHAPTER VI

## THE LIBRARY

MARY FLOYD

> A library is an orderly group of books kept in lively and intelligent service. It might well be defined as the central laboratory of culture, an intelligent community center for student and faculty. Silas Evans: *The Effective College.*

The above quotation embodies the philosophy concerning Eastern's Library as often expressed in the various school bulletins. The history of the library follows so closely the story of the growth of the entire college, the change in curriculum, and the demands placed upon it by modern teaching methods that it is difficult to consider it separately. For the sake of clarity, however, in recording historical facts, this chapter will be divided into four parts: building and equipment, book stock, library staff, and relationship of library to college.

### BUILDING AND EQUIPMENT

In 1907 the library was located on the campus in a small, brick building known as Walter's Collegiate Institute. Early in the history of the school the Board of Regents attempted, in cooperation with the city of Richmond, to secure a Carnegie Library. This movement was not successful; so the Walter's Collegiate Institute housed the library until the fall of 1918, when it was removed to the front half of the Training School, or Cammack Building. It remained there until the John Grant Crabbe Library, a fire-proof, two-story brick and stone structure, erected at a cost of $55,332.55, was completed and ready for use in September, 1924.

In the Library Bulletin issued in 1928 this new building is described as follows:

> On the main floor of the building are the lobby, the delivery desk, the stack room, two large reading rooms, reference room, the Librarian's office and the catalog room. In the lobby into which the delivery desk extends are the card catalog cabinets . . . Immediately at the rear of the charging desk is the stack

room, equipped with steel stacks. Here the main collection of books in the Library is kept. The mezzanine floor at either end of the stack room leads to six seminar and laboratory rooms.

In the basement directly beneath the catalog room is a storage room with dumb waiter leading down from the catalog room, where books may be unpacked, cleaned, repaired, and rebound. Other rooms in the basement are a large assembly room; a room located to the left for classes in library methods, and a children's library occupying the room to the right of the assembly room.

This building, though ample at first, was inadequate to meet the needs of faculty and students by 1930. The increased enrollment, extended curriculum, and the laboratory methods of teaching had put new demands on the library. More reading room space was needed, a reserve room with open shelves was a necessity, and more shelf space in the stacks had to be provided in order to give efficient service.

President Donovan and the library staff considered the possibility of the erection of a new building, with the idea of using the present one for the Department of Fine Arts. However, limitations on state revenues during the depression made it necessary to consider an addition to the library rather than the erection of a new building. No building appropriations were being made by the State Legislature.

During 1933-34 the Federal Government provided huge sums for building programs in an attempt to give work to the unemployed in every locality. Upon investigation of the amount of employment needed for the various crafts in Richmond it was found that the need of the college for an addition to the library could be combined with Federal aid for the unemployed in the community. A formal application for funds was first submitted to the State Advisory Board of the Federal Emergency Relief Administration of Public Works on October 17, 1933. Additional data were furnished from time to time as requested by the Government.

On July 18, 1934, the Board of Regents formally accepted a loan and grant agreement to the amount of $89,000.00; and this agreement was approved by the Federal authorities on August 4, 1934. This was a combination of 30% grant and 70% long-time loan to be paid from student library fees over a

INTERIOR OF READING ROOM—NEW LIBRARY ADDITION

JOHN GRANT CRABBE LIBRARY

The above photograph shows the library after the new addition, doubling its former capacity, was completed in 1935.

period of twenty years. The total cost of the library addition was approximately $100,000.00.

In connection with the architect's problems of size, proportion, and materials to conform to the old building, the questions of light, heat, and ventilation were discussed before any plans were made. Other things necessary from the library point of view were: one large room with open shelves for reserve books; an equally large reference room; additional space for the Kentucky collection and the Training School Library; a faculty study; conference and seminar rooms; reading carrels in the main stacks; and physical arrangements that would allow for open stacks for all books, with privacy for library work and protection from loss of books.

The architects, S. K. and C. C. Weber, of Cincinnati, Ohio, were generous in submitting plans to meet these needs and in making adjustments from time to time for improvements. The contract for the library addition was let on September 12, 1934. On November 4, 1934, Mr. E. C. Harding, of Fort Thomas, Kentucky, arrived as Government engineer for P. W. A. Project Number 2339, and excavation began on November 13, 1934, under the direction of Mr. Leo J. Brailmeyer, general contractor.

Various parts of the building were finished and books were moved at intervals from September, 1935, until the final opening of the entire building for service on January 17, 1936. This made it possible to keep all departments open for use during the period of building and remodeling. On January 27, 1936, the library staff gave a party to the faculty and entire school staff to acquaint them with arrangement and policies. The formal dedication is to be included in the program celebrating thirty years of progress in teacher-training at Eastern.

According to the editor of the *Eastern Progress*, "The new library is more than a receptacle for books. It is a magnificent edifice fashioned with so much intelligence and foresight that it serves as a sort of temple of learning."

The general plan was to extend the old building from the rear, duplicating the floor space and adding eight feet through the middle to allow for side entrances and to give balance to the structure. This more than doubles the stack space in the center

of the building, allowing for five tiers to care for future expansion. The main charging desk and the two reading rooms on either side remain according to the old plan. The office, staff room, catalog room, mending room, and a class room, are located on the east side of the building near the service door. This suite of rooms serves as a private workshop, with dumb waiter openings on the first floor into the stacks and into the vestibule near the service door, and with second-floor openings for the stacks and the catalog room. The librarian's office has an entrance from the front reading room. It also has doors leading into the stacks and into the vestibule connecting with the stairs and all the other rooms on this side of the building.

The west entrance to the building is more imposing. Stairways lead from a vestible to the upper and lower corridors that connect all parts of the building open to the public. On this side are located: on the first floor, the Training School room, work room, and a large reserve room; on the second floor, the faculty room, conference and the reference room; and on the third floor, the Kentucky room. The chief ambition in planning the entire building program has been realized in the two large rooms (34 feet by 94 feet) on the first and second floors, extending the whole width of the building on the south side.

The Reference Room on the second floor is a spacious and beautiful room, finished in blending sepia tones from the weathered brown of the furniture to the old ivory and soft tans combined in the ceiling. Venetian blinds regulate the light from seven large windows on the south side and three at either end of the room. Five large decorative ceiling light fixtures of the suspended bowl type in openwork pattern backed up with cathedral amber panels were designed to provide artificial illumination.

The ceiling is divided into panels by two highly embellished beams supported by massive ornamental brackets. A cornice in decorative plastering has alternating, rubbed vermillion squares and oblong medallions with acanthus motif at the top and conventionalized leaf design, roll molding at the bottom. Seven larger medallions adorn the space above the south windows, alternating the scroll and urn-patterns. Occasional

wall panels are outlined with the acanthus motif in decorative plastering, with the hope that at some future time appropriate murals will decorate the walls.

Special furniture of plain sawed red oak was designed for the reference room. Adjustable wall shelves will accommodate 6,000 volumes. Comfortable chairs reflecting the early English library, and eighteen ten-foot pedestal-type tables, equipped with eight-foot table lamps for local illumination, will accommodate 144 readers at one time.

The cork tile floor, in conventional blocks of tan and brown, aids in making this room a quiet and satisfying place to study. Heat and ventilation are regulated by thermostat control.

Entrance into the main stacks from the reference room is provided for by double doors that balance the entrance from the corridor into the room. This plan allows stack privileges for everyone who really wants to browse and locate his own books, and it also gives protection from loss of books by requiring all readers to return from the stacks through this room where their books are examined as they leave by way of the corridor exit.

The reserve room on the first floor is a duplication of the reference room on the second floor in size and equipment, except that it has a lower, unornamented ceiling. In addition to the reserve books this room provides open shelves for bound magazines.

High hopes have gone into the planning of this building to the end that all books may be "kept in lively and intelligent service."

## BOOK STOCK

According to the report of the Kentucky Library Commission in 1933 for forty-two Kentucky colleges and university libraries, Eastern Teachers College Library ranks first among the Teachers Colleges, and fifth among all the colleges and universities in the state, in total book stock, those ranking above Eastern being the University of Kentucky, Berea College, the Southern Baptist Theological Seminary, the University of Louisville, and Transylvania College.

The accession records show that 1,050 books were added to the library between June 15, 1907, and January 1, 1908. At

the end of ten years the library contained about 6,000 volumes; at the end of twenty years about 19,500 volumes; and at the end of thirty years more than 45,000 volumes. This is an average of about 1,000 books added annually for the first twenty years, and an average of about 2,500 volumes added annually for the past ten years. According to existing records the purchase of books and equipment during the early history followed no definitely established policy.

On March 15, 1907, the Board of Regents authorized their Executive Committee to buy such library and laboratory supplies as they deemed necessary. In September of that same year the Board directed that a sum amounting to $500.00 be expended on the purchase of books. Again in March, 1909, there is mention of instruction having been given to the librarian to submit a list of books to the business director, their cost not to exceed $200.00. A fund of $60.00 for the purchase of the *Library of Southern Literature* is mentioned in the June, 1909, minutes of the Board of Regents; and in a similar manner all purchases for the Library were taken care of until 1918. At that time a regular annual appropriation was begun.

Since 1924 there has been an annual appropriation of $6,000 made by the Board of Regents for Library books and equipment, with additional appropriations at irregular times, as money was available and demands seemed to justify this consideration.

In addition to the main collection for circulation, the library has a reference collection of about 3,000 volumes and 3,811 bound magazines. It also has a textbook collection of some 2,000 volumes; a collection of Kentuckiana containing 2,769 volumes; and a Training School Library with more than 5,000 books suitable for the grades and junior high school. All books are classified according to the Dewey Decimal System.

In 1908 the library subscribed for 39 periodicals; in 1936 the periodical lists included 220 carefully selected and well balanced titles according to department needs, supplemented by ten newspapers on the racks for daily use.

The year 1918 was a turning point in the history of the Library of Eastern, for it is in the yearbook for 1918 that a

Library Committee is first mentioned. This committee was composed of Miss Reid, the librarian, Mr. McDougle, Dr. Bruner, Mr. Grinstead, Mr. Edwards, Mr. Keith, and President Coates as ex-officio member. The present Library Committee includes the following members: President H. L. Donovan; Mary Floyd, Librarian and Chairman of the Committee; R. A. Edwards, Secretary to the Committee; and Dean W. C. Jones, Edith Ford, Smith Park, Roy B. Clark, Meredith Cox, C. A. Keith, L. G. Kennamer, T. E. McDonough, and Dean Rumbold. Meetings, as scheduled in the college catalog, are to be held the first Tuesday in each calendar month.

Each teacher has full privilege in selecting books particularly suited for his work and in presenting such requests to members of the committee. All departmental requests are given consideration in proportion to the budget for that particular department and to the number of books of similar nature available in the library. Assistant librarians in the different departments are expected to recommend books needed to meet the demands in their respective departments. These books constitute a most usable collection with a minimum of "dead material," and rate well above the average when checked with the standards set up in Rosenlof's *Library Facilities of Teacher-Training Institutions* and in Shaw's *A List of Books for College Libraries.*

The library is open daily from 7:30 A. M. until 5:30 P. M. (except Sundays) and at night from 6:00 until 9:00 P. M. (except Saturday and Sunday nights). The circulation increase has been proportionate to the increase in book stock and enrollment, as may be seen from these figures: 3,700 for the school year of 1907-08; 7,120 for 1908-1909; 13,560 for 1918-1919; 174,000 for 1928-1929; and 194,947 for 1934-1935, not counting the readers in the reference and periodical department where the daily average would run well above 400 readers.

Special mention should be made concerning the Training School Library and the Kentucky Collection. The Training School Library is more than a juvenile library because it serves as a laboratory for college students in the children's literature classes and for those college students doing practice teaching. These books have been selected with great care. The Winnetka,

Terman-Lima, Standard Catalog and other lists have been checked from year to year in an effort to keep in touch with the best books available for purchase.

The Kentucky Collection, including the John Wilson Townsend collection, contains 2,769 books, innumerable pamphlets, pictures, and letters about Kentucky or by Kentuckians. In 1913 Mr. Townsend published *Kentucky in American Letters.* It was necessary for him to collect books about Kentucky to examine before he knew what he wanted to include in these two volumes. Many authors sent copies of their books gratis. His own interest in Kentucky literature was greatly increased by his association with Colonel R. T. Durrett, of Louisville, whose valuable collection of Kentuckiana is now in the University of Chicago.

After the publication of *Kentucky in American Letters,* Mr. Townsend's collecting did not cease, but continued as a hobby that occupied the best part of thirty years of his life. His chief objectives were to secure first editions of Kentucky items in mint condition, to have them autographed by the authors, and to insert some sort of annotation and a letter from the author in each volume.

This unique library of more than 1700 books was purchased in 1930 by Eastern to be kept as a special research collection. It is constantly being added to by the purchase of "first editions" as they come from the press and old or "rare" books available at reasonable prices. A special book plate for this collection was designed in compliment to Mr. Townsend by a personal friend of his. Mr. Sudduth Goff, a native of Lexington, Kentucky, now connected with the Art Institute of Chicago, took the design, by request, from a medal given to Mr. Townsend by his alma mater, Transylvania University.

## Staff

The present-day librarian is not proud and complacent in the mere possession of books and an adequate physical plant. The real value of a college library is largely determined by the library staff in cooperation with the administration and the teaching staff. The librarians must be more than keepers of

books, and every true teacher must be something of a librarian in that he has that knowledge and love of books that he desires to impart to others.

On June 4, 1907, Miss Ada Barter, a graduate of the School of Library Service of the University of Illinois, began her work as Librarian. Thus, "in the beginning" definite provisions were made for efficient library service, with one of the eleven faculty members devoting full time to the library. The statement that all libraries have, like Topsy, "just growed up" does not apply to Eastern. Miss Barter served as librarian until December, 1911, when she resigned and was married.

Miss Mary Estelle Reid, a graduate of Liberty College, Glasgow, Kentucky, with additional work in German, French, and Library Administration at the University of Nashville, Tennessee, was employed as librarian at that time and filled that office efficiently until her death in August, 1929.

The present library staff is composed of four full-time librarians, and from ten to twenty part-time student assistants. Each librarian holds a professional degree from an accredited library school in addition to her college degree. The staff are:

Mary Floyd, A. B., M. A., B. S., in Library Service, Librarian, 1929 to date, Associated Professor of History; on leave of absence for fall semester, 1931, and spring semester, 1933;

Isabel Bennett, A. B., B. S. in Library Science, Circulation Librarian, 1924 to date; on leave 1927-1929 and the spring semester, 1930;

Frances Mason, A. B., A. B. in Library Science, Training School Librarian, June, 1931, to date;

Mrs. Guy Whitehead, B. S., B. S. in Library Science, Reference Librarian, Summer 1931 to date.

According to the school bulletins the following people have served on the regular staff:

Hallie Day Bach, 1929-1930, Cataloger.

Virginia Bickley, January to June, 1931, Reference.

Edith Burns, nine weeks, Spring term, 1934, Training School.

Clara Davies, 1930-1932, full time instructor in Library Science.

Elinor Foster, 1928-1929, Training School Librarian, and Instructor in Library Science.

Marian Leatherman, Spring Session, 1930, Reference.

Bess Moore, 1927-1930, Circulation.

Frances Elizabeth Newman, 1927-1929, Training School.

Alliegordon Park, Summer Sessions, 1933.

Nancy Richardson, 1930-1934, Cataloger.

Camille Semonin, Summer Sessions, 1930, Reference.

Elizabeth Simpkins, Spring and Summer Sessions, 1930, Training School.

Carrie M. Waters, 1921-1926, Cataloger.

Winona Williams, 1926-1928, Cataloger.

## Relation of the Library to the College

This subject has been a topic for many heated discussions during the past few years. Modern teaching methods have placed new demands upon the library. Standards for librarians have been raised and library organizations are working for greater professional recognition in all fields of library work Louis R. Wilson, Dean of the Graduate Library School, University of Chicago, in an article in *School and Society,* August, 1935, entitled "The role of the library in higher education in the South," puts at the head of this list of suggestions for improvement:

> College and university administrators in the South have been slow in recognizing the value of making the headship of their libraries the very responsible position that it is, in granting their librarians rights and privileges concerning rank, vacation, leaves of absence, and retiring benefits accorded the teaching staff, in setting up budgets which they unfalteringly maintain and in demanding reports from their librarians which present not only an adequate record of the library's performance, but plans for the upbuilding of its collections in accord with a well-conceived policy in which the best judgment of the faculty is incorporated.

While the exact status of the college library at Eastern in relation to the college through the years has not been recorded specifically, one may draw certain conclusions from existing

policies and developments. First, the library has always been considered an integral part of the institution and developed constantly with the idea of meeting curriculum requirements, and gradually increasing the materials for research as well as providing for recreational reading. Second, the librarians have enjoyed the same privileges and professional rating as the teaching staff. Third, the librarian is responsible directly to the president of the college and regular reports are submitted to him.

The selection of books to be purchased for the library has been on a faculty-library cooperative basis since the appointment of the library committee in 1918. This committee meets each month, thereby keeping the librarian advised as to faculty needs and making possible the dissemination of library policies by their reports to faculty department meetings.

Instruction for students in the use of books and the library began early in the history of the institution. In 1907 a course in Library Administration was begun under the direction of Miss Ada Barter and has been continued as a part of the regular curriculum of the Normal School and later of the Teachers College. The fact that Eastern offered the first classes in the State in library instruction has been mentioned as a matter of pride in the various school bulletins. For many years there was merely an orientation course for freshmen to instruct them in the mechanics necessary for the intelligent use of the library for their own work and pleasure.

In 1928 two additional courses were offered under the English department, which included general information that would aid the graduate of the English department to assume the duties of part-time librarian in a small high school.

In 1930 Eastern was designated as one of the Kentucky colleges for training high school librarians to meet the standards of the Southern Association of Colleges and Secondary Schools, for part-time librarians, or teacher-librarian with six to twelve hours of library science. Beginning with the summer session of 1930, eight two hour courses were offered in library science, with Miss Clara Davies, whose training had been in school library work, employed as full-time instructor in library science.

At the end of the summer session in 1933 all courses in library science except one were discontinued. Library science 166 was included in the catalog as a required course for freshmen, and plans for teaching it were completely reorganized. Certain lessons were planned and taught by each member of the regular library staff. In this way it was possible to motivate the work in terms of the daily demands in the library, and to make assignments in cooperation with other faculty members, thereby giving freshmen the practical help needed and also giving librarians an opportunity to become better acquainted with teaching methods and with students. In 1935 the library staff published these lessons under the title of "A Guidance Outline for Library Science", to be used as a text for this course.

In addition to the usual library routine of reference and circulation service of book selection and order work, of cataloging and taking inventories, of mending and general housekeeping duties, the members of the library staff are engaged in bibliographic service to the faculty, as far as time permits. A classified list of "books purchased" is mimeographed semi-annually for faculty distribution. More than thirty book lists on various subjects of immediate college interest have been prepared and are kept on file in quantities to supplement the regular College and Training School work. A verticle file is kept for current material and a picture file is constantly being built up according to the topics needed for class use.

One might elaborate in detail concerning the things that have been done to make the library "an intelligent community center for students and faculty", but recognition should be given and tribute paid to four persons whose vision and tireless efforts have built up this position for Eastern's library. If Carlyle's statement that "History is the essence of innumerable biographies" be accepted, there would be a long honor roll. A comprehensive history of Eastern's library, however, would be told in these four biographies.

Mrs. Ada Barter Dunn, the first librarian, organized the library according to professional standards and established pleasant relations for faculty-library cooperation. Under Miss Estelle Reid's direction the library showed substantial growth

and the maintenance of high professional standards. It was her interest in the John Wilson Townsend Kentucky library that led to the purchase of these books. But the real growth of any college library is proportionate to the love of books and the value placed on their use by the college administration. Therefore, the biographies of President T. J. Coates and President H. L. Donovan would tell the story of increased appropriations for books, building and equipment, the recognition given to the library, and the encouragement for the faculty-library cooperation in keeping abreast with the best educational practices.

# CHAPTER VII

## THE CAMPUS

By Jacob D. Farris

The outstanding beauty of Eastern's campus lies in the gently rolling blue grass slopes, with the stately forest trees of maple and oak and an occasional pine.

The records of the college indicate the keen vision and sound judgment of those in whose care the administration of the school has been entrusted. The development of the physical plant from a most humble beginning to its present proportions has been attended with almost meticulous care in protecting the original property of the school, and by adding to it from time to time when such additions would be advantageous for one reason or another.

The site for the Eastern Kentucky State Normal School "was not offered by the City of Richmond, strictly speaking, but by a corporation known as the Walters Collegiate Institute," which had possession of the property formerly owned and operated by Central University. At that time this site contained about thirty-five acres with the University Building, Memorial Hall and a little gymnasium, which later burned. The other buildings here then were the one known now as the Industrial Arts Building, and four brick cottages called "faculty row." These were leased at first and finally purchased, the cottages in 1901, and Walters Collegiate Institute in 1914. This building has filled various needs from time to time, serving for music, for agriculture, for rural school, for library, and since for industrial arts. For a time the four cottages fulfilled their original purpose as homes for members of the faculty, but later they served as dormitories for students. One was used a while for home economics; the first cafeteria was operated in another; and the first hospital rooms on the campus were equipped in one. Finally numbers 1 and 2 were razed in the spring of 1927, and numbers 3 and 4 have served respectively as homes for the college physician and the superintendent of buildings and grounds since that date.

From the appropriation of $150,000 made by the State in 1908 were erected Roark Building, Sullivan Hall, without the annex, and the Power Plant, which also housed the Manual Training Department.

Memorial Hall was first used as a girl's dormitory, but since Sullivan Hall was built it has been used as a boy's dormitory. Sullivan Hall annex was built in 1912, and from a second appropriation by the State the north wing of Burnam Hall and the annex to Memorial Hall were built. Sullivan Hall accommodates 150 and Memorial Hall 130 students. Early there was felt the need for a training school building, and Roark Building, or a part of it, was first used in that capacity. But as the school grew, the model school needed a building designed especially for its needs and uses, and Cammack Building was erected in 1918, the corner stone being laid with ceremonies June 15, 1917. Half of the second floor of this building was used for the library till 1923, when the first part of the present library was erected from funds derived from Eastern's part of the inheritance tax from the Bingham estate. The corner stone was laid September 1, 1923.

During these years the Board of Regents added to the property of the school. When the need for a school farm was felt, land, known as the Whitaker place, a short distance on the Barnes Mill pike, was purchased in 1912. The name was changed to Stateland Farm. Ten years later the land known as the Gibson place, adjoining the campus proper was purchased, and its name changed to New Stateland Farm. In order to give outlet to Lancaster pike, properties known as the Bond place and the Pursifall place were later purchased; and for protection from possible undesirable buildings being erected near the campus the Miller property on South Second street was purchased in 1927. The Thompson Burnam property at the northwest corner of the campus was purchased in March, 1912, as a home for the president. This building was erected in the 1880's as a home for the chancellor of Central University and was later sold to private individuals. The land known as the Patton Lots, immediately to the rear of said building, had been purchased several years earlier. No other properties than these mentioned have been purchased.

The little gymnasium acquired at the beginning and located where the library now stands burned Friday, August 28, 1920. Another gymnasium was erected in 1922 south of the site of the old one. In the meantime temporary provisions were made for the classes in physical education in the basement of Memorial Hall and the Training School Building. This gymnasium served till 1931 when the Weaver Health Building was opened for use, the corner stone of which was laid in November, 1930.

Great need was felt for an administration building and auditorium, many years before they were built. Should they be combined in one building? It was finally decided to erect the administration building first and the auditorium later, the former being erected in 1927 and the latter completed in 1929. The auditorium is a rear extension of the administration building. Eastern has one of the best college auditoriums in the country. It has a seating capacity of 1,800. In the meantime additional dormitory space was required and Burnam Hall was completed in 1928. It will accommodate 285 students.

A need for a model rural school was felt years before it was finally built. As early as 1921 recommendations were made for it, but was not built till 1929. It really is a model construction, and its proximity to the campus makes it all the more serviceable.

Buildings must be named, and it is a rather appropriate way to honor the lives and works of people. The names of the buildings already erected when the site was secured remained the same—University Building and Memorial Hall. Roark Building was named for the school's first president, Ruric Nevel Roark, after his death in 1909. Sullivan Hall was named for the first local regent, Mr. Jere A. Sullivan, who was instrumental in the establishment of normal schools in Kentucky. When the training school building, which also housed the library for a time, was erected, it was named in honor of Mr. J. W. Cammack, one of the first regents, who is still serving in that capacity. Also when New Stateland Farm was purchased the spacious dwelling thereon was used as a dormitory for boys and was named Cammack Hall in honor of Mr. Cammack. The name was later dropped. The library is called the John Grant Crabbe Library

in honor of Eastern's second president, but it was not so named until 1929, though it was erected in 1923. Burnam Hall was named in honor of Judge A. R. Burnam, who served in the Senate of the General Assembly and helped Eastern secure its first appropriation of any consequence. The administration building was named the Thomas Jackson Coates building in honor of the third president, while the auditorium was named the Hiram Brock Auditorium in honor of Senator Hiram Brock, who had given such splendid service as a member of the Board of Regents. When the Health Building was erected another regent was honored for his loyalty, interest and devotion to the school, and it was named the Charles W. Weaver Health Building. Some criticism has been made because of naming some of the buildings for men still living. In all fairness and justice to them it should be said that no man for whom a building was named was present at a meeting when the matter was discussed and voted upon and that no one of them in any way has expressed a desire for such honor. In practically all of these buildings hang portraits of the men in whose honor they are named.

For the most part there is harmony in materials and architecture in all of the buildings. The porticoes of slightly varying type and dimensions, with their lovely classic stone Grecian columns of Doric, Corinthian, or Ionic type, and the red brick walls with stone trimmings, all serve to produce a pleasing harmony.

Those who have lived and served at Eastern for a long time find it interesting to think back over the years and note the physical changes on the campus which have come about. Unless they have an indelible mental picture or a photograph of scenes of yesterday, they are likely to think of things always as they appear today. This is perhaps a worthy trait, especially when the scenes have been improved and made lovely. The older people recall and tell with much glee how it was sometimes difficult to keep up with the business office as it was moved so often; how the library was moved from building to building; how the gymnasium facilities, music, home economies, and even the dining halls and the cafeteria were frequently moved; and how the changing of classrooms often caused confusion. All of these

numerous changes and removals, of course, were made to bring about a more nearly perfect and better functioning plant for efficient service.

In the more lasting things growth comes about slowly and does not spring full-limbed as did Venus. Often much needed and desirable helps and appurtenances must remain only in the mind until an opportunity or an occasion presents itself for their possession.

For years little could be done toward beautifying the campus with shrubs, flowers, trees, walks and drives. These were not forgotten, however, and in time they began to appear. In 1910 the Board of Regents voted "to drain the campus pond", "to spread rocks on the campus roads", and to spend "the sum of $1,430" on campus improvements. Tarvia was placed on the campus roads first in 1920. The first concrete walks were laid in 1921. An interesting event was the erection and dedication of the flag pole in front of University Building on May 6, 1920. Governor Edwin P. Morrow was the speaker for the occasion.

Very early Olmstead Brothers, Landscape architects of Brookline, Massachusetts, were employed to study the entire campus, to make plans and drawings and to submit these with suggestions regarding walks and drives, locations for future buildings, and the plantings of shrubs and flowers. The same firm was called upon once or twice in succeeding years.

In the spring of 1924 President Coates recommended to the Board of Regents that "some shrubbery should be planted on the campus" and asked that "Hillenmeyer Brothers, landscape gardeners of Lexington, Kentucky, come to the campus, study the grounds and advise what should be planted." Accordingly, shrubbery was planted about Memorial Hall, the Library, Burnam and Sullivan Halls, the Power Plant, the President's Home, cottages 3 and 4, and a little about the Roark and Cammack bulidings and the present Industrial Arts Building. Again in the fall of 1927 the same firm was invited to visit the campus and "make suggestions and recommendations." No plantings, however, were made at that time.

In the winter of 1928-29, with whatever help there was at

hand, some attempts at planting and beautification were started, which have been continued until the present. New plantings were made by removing old shrubs, dividing them and respacing them to obtain pleasing effects. With the exception of two major purchases which shall be mentioned later, this plan has continued with very little money being spent for plants and shrubs. And in such manner, with some propagating which has been done, more than three thousand plants, shrubs and trees have been added to the campus. Friends of the college have given plants and flowers from time to time from their own gardens. A list of these donors will not be given for fear some names might unintentionally be omitted.

Only a few years ago the plot of ground lying immediately behind Roark Building and continuing toward the Auditorium was cleaned of its rocks, bricks, tin cans, iron pipes, old wire, etc. The old bus shed thereon was also removed. On this spot a lily pool was built, flower beds were prepared, and a rock garden was constructed. Probably in no one place has more signal improvement been made.

When the Weaver Health Building was planned, Mr. W. C. Dickinson, landscape architect of Peabody College, Nashville, Tennessee, was engaged to come to the campus to make recommendations for its location. His recommendations were accepted. He also planned the landscaping of the building, but after his tragic and untimely death in 1932, Hillenmeyer Brothers, of Lexington, Kentucky, were employed to do the work. While some slight changes were made in Mr. Dickinson's plans, a most satisfactory piece of work was done by this firm.

In December, 1932, the faculty, the administrative staff, the students, the janitors, in fact everybody connected with the college, made a voluntary contribution amounting to $129.10 for the purchase of trees for the campus. Many of the old trees planted fifty or more years ago were decaying and several had to be removed. So nearly one hundred splendid nursery trees of various kinds were purchased from Hillenmeyer Brothers and on the afternoon of December 7 classes were dismissed and everybody in the college helped plant them, the work being done in the main by county delegations and other organizations. Unfortunately permanent markers were not placed for these trees.

With Federal aid three new tennis courts were constructed in 1935 south of Burnam Hall, bringing, with the two asphalt courts south of Memorial Hall and the two clay courts north of Sullivan Hall Annex, the total number to seven. Also, during 1934-36, with other Federal aid there have been, or are being built the following: A splendid concrete drive through the campus; a spacious and beautiful addition to the library, which more than doubles its capacity and which contains a reading room that for sheer lovliness is not to be surpassed by anything else on the campus; a Greek amphitheatre across the drive and nearly opposite the library; and a concrete stadium and field gymnasium, which will seat about four thousand people.

So lies Eastern's campus. Whether in the tender green of unfolding buds of spring; or in the lush fullness of summer; or in the golden hues of radiant autumn; or in the silvery shimmer of ice and snow of winter, it is always inviting, always lovely,—a magnificent monument to the people of the Commonwealth. Not cold and dead it lies, but glowing and vibrant with life, a Pierian spring from which Kentucky's older sons and daughters may drink the satisfying and soul-filling waters to quench the thirst of Kentucky's younger sons and daughters.

# CHAPTER VIII

## EXTRA-CURRICULAR ACTIVITIES

By Roy B. Clark

The activities of the students of Eastern outside of their regular classes developed along with the institution. Originating from a felt need of the students and faculty, they gradually changed until at the close of the three decades which this volume commemorates they are completely transformed. In the type of student clubs distinct progress has been made in harmony with the growth in size and prestige of the college.

When the Normal School was established, no immediate plans were made for literary societies, then the most common type of student organization. The students were for the most part mature men and women and experienced teachers, who were concerned with renewing their certificates or securing more advanced ones. They would not feel the need of extra-curricular activities as much as younger and less mature students would. It seems that music was the first form of student activity engaged in outside of the regularly scheduled classes. Soon after taking up his duties as director of the Model School, Col. E. H. Crawford organized a drum corps of fifteen members with Joe Hollenkamp as drum major. Col. Crawford may also be said to have initiated the literary societies, for on March 21, 1907, two of the "forsensic sections" of his classes gave the first public debate. The subject debated was woman suffrage, the opponents of the franchise for women winning the decision of the judges. But although woman's right to vote was not maintained, women played an important part in the early student activities. At the laying of the cornerstone of the Roark Building the Normal Female Quartet sang. And the Y. W. C. A., which was active from the beginning of the life of the Normal School, has left its impress on the lives of the girls who have come and gone from Eastern. It was organized in 1907 by Mrs. Lena Gertrude Roling, and is the first existing student society to become affiliated with a national organization. The Y. M. C. A., which was also organized very early, has not had quite the

steady, unbroken record that the Y. W. C. A. has, but during the last decade it has been active and influential.

In the year 1910 a definite step was taken toward organized extra-curricular activities. The high school presented its annual play at the opera house. A Science Club was organized, which was made up of the members of the science classes, and which gave programs consisting of lectures, papers, debates, round-table discussions, and demonstrations. It was in 1910 also that the Glee Club came into being, a club which in the summer term of that year had fifty members. *The Eastern Kentucky Review* (Vol. IV, No. 4) for 1910 also lists three clubs sponsored by the English Department. One was a Shakespeare Club, which studied one of the great dramatist's plays each term. Another was a Current Literature Club, which discussed living writers, current magazines, and strong editorials. The third society announced was the Ruric Nevel Roark Debating Club. Two student publications and three musical organizations sprang into existence also during this same year. A monthly magazine called *The Student* was to appear every month except August and was to cost fifty cents a year for single subscriptions. This publication continued for several years. The senior class annual, *The Bluemont,* was the other publication. It seems to have come out only one year. The three musical organizations launched were the Choral Club, the Rubenstein Club, and the Euterpean Club. The first one was a mixed chorus open to anyone who could carry a tune. The Rubenstein Club was composed of fourteen women. The Euterpean Club was mentioned only once, and probably ceased to exist the year after it was organized.

The three literary clubs also seem to have died out immediately, for a system of compulsory membership of five newly organized literary societies was also undertaken. These five societies, organized under the direction of the head of the English Department and with the advice of the president, were to accommodate all students in the Normal School. They were named the Carpediem, the Cynthian, the Excelsior, the Periclesian, and the Utopian, and were sponsored by members of the faculty. The sponsors, however, were too numerous and

the records of the societies are too imperfect to attempt to give an accurate list of the teachers who assumed such responsibility.

These societies were so conducted as to arouse a spirit of friendly rivalry. "To be progressive as well as popular at Eastern," says the *Eastern Kentucky Review*, "one must be a Carpedien, a Periclesian, an Excelsior, a Utopian, or a Cynthian." The societies met every week and were under the management of a Literary Council made up of five presidents and the five critics of the societies. Occasionally inter-society entertainments were given, but the chief feature was the annual contest, consisting of declamations, orations, and a debate. A sixth society, the Union, was organized, but it seems to have been short-lived. So was the Mirrow-Holders, a dramatic club organized the same year. This club started with twelve charter members selected by competition from about forty contestants. But no other mention of it is made after its organization.

Many of these organizations were mere ephemerae, born of the enthusiasm of the moment or of the individual instructor. The Shakespeare Society, the Current Literature Club, the Ruric Nevel Roark Debating Society, the Rubenstein Club, the Euterpean Club, and the Union Literary, all seemed to have been only temporary, for they left no impress upon the student activities or upon the publications of the time. The five literary societies in which membership was required continued for about ten years. In 1919 a sixth society was organized which was called the Washingtonian. This club seems to have been provided because the membership in the other clubs was becoming somewhat large and unwieldly. Still another literary society was provided for those students in town who found it difficult to attend the night meeting. It was called the Philomathean (or Daylight) Society and was made up of members of the other societies. The regular meetings were held in the afternoon. Students attending this society did not lose membership in their original societies.

It seems, however, that when the fall term opened in 1919, the policy concerning membership in the literary societies changed, for with the opening of the year 1920 only three literary societies are mentioned in *The Review*—the Washingtonian, the Periclesian, and the Carpediem. And to stimulate

voluntary membership in these societies, the school offered medals in oratory, reading, declamation, and debate for the winners in the annual inter-society contest. Other changes also had taken place since the first general organization of student clubs in 1910. The Science Club, which was listed in the *Eastern Kentucky Review* annually, had by 1918 become defunct, and was no longer mentioned. The senior class annual, *The Bluemont,* was issued only once, for in 1911 one number of *The Student* was issued as the Senior Annual. In 1915 this monthly publication also came to an end, and for a time the students and faculty jointly published *The Review.* This arrangement continued through four volumes, XII to XV. Number 1 of Volume XIII was dedicated to the boys in France, and Number 3 of Volume XV was issued as the Senior Class Annual. By the begining of the next volume, however, the publication of the *Review* was entirely taken over by the faculty.

The restlessness following the World War and the general readjustment of social and mental attitudes made themselves felt in the changes that took place in the student activities. The literary societies that had been in existence for ten years were now no more. But the traditional type of society was continued by two newly organized literary societies, the Ruric Nevel Roark Society for the Normal School students of high school rank and the Horace Mann Society for those of college rank. A few years later, the Neon Krypton Literary Society, another club of college students, was organized, but it had hardly become established before the traditional type of literary society began to experience difficulty in continuing its existence. With the general change in student attitudes and the passing of one phase of student social life, the students of Eastern found this type of club no longer adequate for their needs, and its end was hastened by the discontinuance of required membership.

A new type of society was coming in—one of national scope and organization and in keeping with the newer spirit. In March, 1921, the Little Theater Club was organized by Miss Rucie Miller of the Speech Department with the assistance of Prof. W. H. Mikesell of the University of Kentucky. This club had five charter members: Misses Kathryn Baker, Pauline Yeats, and Sarah Strong, and Messrs. Sam Denny and Henry

Holbrook. Since then it has become, under the leadership of Miss Pearl Buchanan, one of the most active and prominent clubs on the campus. The next year two other student activities, still active and growing in reputation, came into existence. These were the senior class annual, *The Milestone,* and the college paper, the *Eastern Progress. The Milestone* is purely a senior class project, and each year an editor-in-chief and a business manager are elected by the senior class. The college paper is an all-college project, and on its staff are students from all the classes on the college. It has as yet no fixed and regular way of continuing its existence from year to year. Thus far the editor-in-chief and advertising manager have been chosen in at least three ways. Sometimes they have been elected by the entire student body, sometimes appointed by the president of the college, and sometimes chosen by the retiring editorial staff. But it has grown in excellence and prestige. In 1928, it became a member of the Kentucky Intercollegiate Press Association and in 1930 and 1931 its representatives attended the national convention of the College Press Association. In 1930-31 it was the recipient of a coveted honor when a loving cup given by the Lexington, Kentucky, *Leader* was awarded to it for being the best college newspaper in Kentucky.

Up to 1920, there seems to have been no inter-collegiate organization to serve as an additional motive for student activities, though, of course, there had been intercollegiate contests. In the spring of 1920, however, efforts were made to organize the Eastern Kentucky Oratorical Association, with Asbury College, Berea Normal School, Cumberland College, Eastern, Sue Bennett College, and Union College as charter members. But it was not until the spring of 1921 that a contest was held, three colleges then participating—Cumberland, Eastern, and Sue Bennett. The association was not long lived, for by 1926 Eastern did not belong to any active intercollegiate oratorical association. In the spring of 1929, however, she joined with Berea College and Asbury College in a Tri-College Oratorical Association. At the annual spring contest in 1930 Eastern's representative, William McGibney, won first place. This association in the spring of 1931 took the name of the Eastern Kentucky Oratorical Association, so that it may in one sense be

considered a revival of the earlier association. The annual contest provides for orations only, and issues two medals, one for men and one for women. In 1930 the selection of contestants from Eastern for the annual contest was taken over by the Eastern Discussion Club, one of the recently established clubs with selective membership.

For several years some of the student organizations had a somewhat irregular existence. In 1924 the ladies' glee club was named the Madrigal Club, and although it continued its existence, not until 1929, did it become an active and prominent student organization. Membership is limited and determined by tryouts conducted by the director, Miss Mary Murphy. The Men's Glee Club was also only partially active until 1929, when it was reorganized. Since that time it has risen in prominence as a student organization. As in the Madrigal Club, membership is limited and determined by tryouts conducted by its conductor, Mr. James E. Van Peursen. These clubs have in past years assisted in the May Festival, broadcast programs, and given concerts at the convention of the Kentucky Educational Association at Louisville. They have jointly given two of Gilbert and Sullivan's operas—*H. M. S. Pinafore* and *Trial by Jury,* Flotow's *Martha,* and Easter Programs. In the same way the College Orchestra, under the direction of Mr. Van Peursen, had developed into a musical unit that is recognized as an important organization in the life of the college.

The College Band and the Canterbury Club should also be mentioned here. Although there had been a band recruited among the students which occasionally played at athletic games, it was not until the Boys' Band, sponsored by the Exchange club of Richmond, was merged with this band and the combined organization placed under the direction of Mr. Sidney A. Griffith, who had been the conductor of the Boys' Band, that a permanent organization was effected. Because of the fact that it assists in many of the activities of the college and has broadcast concerts in Louisville and played at the convention of the Kentucky Educational Association, and that it now gives half-hour programs over the radio from Eastern's studio, it has become an attraction to the students who are interested in that type of music. It is growing in prestige and skill as a band. The Can-

terbury Club, which is an English Club, has also not been continuous in its active existence since its organization in 1924-1925 by Prof. R. A. Foster, who was then head of the English Department. A year or two after its organization it became inactive until its reorganization in 1927. At that time it was made an honorary society with membership limited to those students who are majors and first minors in English and whose grades in English average B or higher. In 1934, however, membership was open to all seniors whose major field was English. It maintains an active organization during the winter and spring semesters, and is becoming more firmly established in the life of the college. In the year 1934-1935 the club undertook to sponsor an annual anthology of student creative writing, and in the spring of 1935 the first number of *Belles Letters* appeared. The Rural Life Club is another of the societies which subsequent to their organization have not been continuously active, but since its reorganization in 1931 it seems to be more firmly established. Membership is open to all students who are interested in rural life and its problems.

Several departmental clubs have been organized since 1926. They are in harmony with the present tendency among student organizations in that they are more restricted in their appeal and in their scope than the literary society was. Their value is more readily seen for this reason, and they thus have a distinct professional tendency. They are for the most part open to all students who are interested in the type of work or the particular field they represent. Within the space of less than five years seven of such clubs were launched and a few more are now being organized. The Home Economic Club is open to students who are taking a major or minor in home economics. Membership in this club is by election. The Physical Education Club is open to students who are taking a major or a minor in physical education. Membership in this club is also by election. An Eastern Club, sponsored by and subsidiary to the Physical Education Club is open to those students who have earned an "E" in inter-collegiate athletics. The Sigma Lambda Society was organized for students taking a major or a minor in foreign language. Sigma Tau Pi is open to students who are enrolled in one or more courses in the Department of Commerce. New

members are placed on probation for nine weeks. This club and the Foreign Language Club both have membership by invitation. Alpha Zeta Kappa, the successor to the Public Discussion Club, is for those students who are interested in the intelligent discussion of public questions. Membership is by election. The Caduceus Club is open to those students who are doing pre-professional work in medicine, dentistry and nursing. Membership is also by election. The Pencil and Brush Club was organized with a charter membership of all those students enrolled in art classes, if they wished to be so considered. The Elementary Council is open to students who are taking a major or a minor in elementary education, and the Social Science Club is the organization for all students taking a major or a minor in social science. The last of the departmental clubs to be organized is the World Affairs Club. It admits to its membership majors and minors in geography and geology, but it is also affiliated with a national organization and is thus enabled to secure speakers of note at a nominal cost. Membership is by invitation.

Two other organizations deserve mention here, not because they are similar, but because they were both organized during recent years and because they furnish opportunity for students to follow their varied interests. They are the Pep Club and the *Messiah* Chorus. The former, as its name indicates, has as its chief aim the fostering of college spirit during athletic contests. The latter has its appeal to lovers of music. In the Autumn of 1932 a chorus was organized for the rehearsing of the great oratorio by Handel and the joint presentation during the Christmas season by this chorus and the *Messiah* chorus of Berea College. The singers of Richmond also participate in this chorus, and the annual event is one of the musical treats of the year.

There is another type of student organization different from the conventional literary society and from the departmental club, but, in the past at least, conducted in a way somewhat like that of the literary society. This is the organization maintained by each of the different classes. There were regularly scheduled meetings sometimes as often as once a week, at which meetings miscellaneous programs were given somewhat like those of the literary societies. In this way they have continued the tradition of the older type of club; but since 1928 there has been a gradual

departure from this type of class meeting. The classes now have monthly meetings, but there are still some miscellaneous literary programs given, particularly by the junior college classes.

An important step in Eastern's extra-curricular activities was taken when early in 1935 the first national honorary Greek letter fraternity was established. Such a step was for several years advocated by some students and faculty members. It was believed that the presence on Eastern's campus of chapters of such societies would encourage wider student participation in extra-curricular affairs and lend dignity and honor to scholastic achievement. These organizations are not merely social fraternities, but professional or departmental clubs, which require certain achievements for membership in them. It was this type of club that the Committee on Clubs, Societies and Forensics in the second semester of the year 1930-1931 recommended for Eastern, to be organized as the need for them was felt and as members might become eligible. The committee felt that such organizations would create an interest in the extra-curricular activities by challenging students to qualify for them. The larger departmental clubs would serve as feeders for the more restricted societies. It was not then, however, deemed advisable by the administrative officers to introduce such Greek letter honor societies because of the fact that Greek letter social fraternities and sororities are prohibited at Eastern by the Board of Regents and the president. But in 1934 the Board of Regents authorized the organization of national honorary Greek letter fraternities or societies, and in February, 1935, Pi Omega Pi, the national honorary society for teachers of commerce, organized Alpha Beta Chapter at Eastern with a charter membership of eighteen. Three months later Delta Alpha chapter of Kappa Delta Pi was established with a charter membership of sixteen. This organization is a national honorary fraternity for students in education.

The present outlook for the clubs is promising but not wholly satisfactory. Most of the clubs are active and give a kind of training and experience not obtained from the curricula. The varied nature of these organizations makes an appeal wide enough for the whole student body. But there still seems to be a lack of something, for the students do not identify themselves

with one or more of these societies in as large numbers as may reasonably be expected. There are a few reasons for this condition, but they do not remove an unsatisfactory situation. In two recent investigations of the status of extra-curricular student participation at Eastern it was found that during the first semester less than fifty per cent of the students belong to even one club, including the inter-collegiate athletic teams and the Y. W. C. A. and the Y. M. C. A. During the second semester the percent is considerably smaller. There is a tendency, moreover, for a few students to be active in too many outside organizations. Attempts have been made by the faculty to remedy both of these conditions, but neither has been satisfactorily handled thus far. The first and most important cause of this situation is the great change in the student body from year to year and even from semester to semester. The building up of student sentiment or of traditions in clubs is thus made very difficult. Besides, the tendency of students, who are almost invariably those who stay from year to year, to take part in too many extra-curricular activities is encouraged by this constant change in the student body. The second cause, almost equally important, is the large number of freshmen in proportion to upper-classmen and the greatly increased enrollment during the second semester. Freshmen, because they have not aligned themselves with any particular field, do not feel special interest in a departmental organization. During the second semester, when the clubs are well under way, it is probable that many of the new students are overlooked, and perhaps less interested than those who attended the first semester also, because they are in college for only one semester.

The conditions described may be partially remedied by a more thorough campaign in the fall semester for new members by those clubs that are non-departmental, such as the religious organizations and the literary society, and by more systematic solicitation of new members at the beginning of the second semester. But there are other ways by which the situation may be partly remedied and perhaps the extra-curricular activities be placed on a higher plane than they are at present. One suggested remedy is an all-student organization which would so operate as to make all students feel that they were connected

with it, even on first enrollment in the college. Eastern, with its goodly array of special group clubs, lacks a student organization. The nearest approach to an all-student association Eastern has had was the Open Forum Committee. This committee was the chief instrument in initiating any action of general student interest, but any student at the Open Forum meetings could initiate an action. It was usually elected, one member from each class, but occasionally it was appointed by the president of the college. The Open Forum, under the sponsorship of Dr. Anna Achnieb, who was instrumental in securing its organization, served an important purpose during its existence. It was instrumental in the establishing of a scholarship award for each semester, for beginning a student loan fund, and for various other projects of benefit to the students. Some students, however, felt that it was not really an all-student organization, and in 1929 a rival student association sprang up but did not remain in existence long. President Donovan then appointed a committee of students and faculty members to study the subject of an all-student organization, and make recommendations to the students and to the faculty. Dr. W. J. Frazier, president of the Colorado State Teachers College at Greeley, an authority on the subject of student organizations, was invited to address the students and faculty and to confer with the committee. After working in the spring and fall of 1929, the committee was ready with a constitution and by-laws for a proposed Student Union, which was voted on by the students. The affirmative margin was so small, however, that President Donovan felt it inadvisable to undertake introducing it at the time. At present there is no student organization. The national honorary fraternities have not been established long enough to make their influence felt, but it is hoped that they will stimulate wisely student participation in extra-curricular activities.

Eastern now has a varied group of extra-curricular activities. Almost all the departments of the college are represented in these clubs, and new clubs are organized as there appears to be a demand for them. These clubs are different from the traditional literary society in purpose and type of activity they furnish, but it is believed that they meet the needs of the students of a teachers' college better than the older type of club would

now. It is believed that they better serve the professional interests of the students than the literary societies did, for they furnish a specific type of training and at the same time give practice in speaking, committee procedure, arranging programs, conducting meetings, and general social intercourse—a kind of training that was claimed for the literary society. What further changes will be made in the extra-curricular activities at Eastern cannot be predicted, but it may at least be said that they ought in some way to secure a larger percentage of student participation in them and to place a check on the number of such activities any one student may participate in. If extra-curricular activities can be justified at all, it is on the basis of their furnishing a type of training and a form of social activity not secured by the curricula; and if so, the more nearly complete student participation is the more nearly will they perform their function.

# CHAPTER IX

## STUDENT LIFE

By Mary Frances McKinney, May C. Hansen, Mrs. Gladys Tyng

Student life at Eastern during the first three decades of the school's existence involves so many different phases, so many different activities, and so many changes, that writing a well-balanced and accurate history of it becomes a very complex task.

### Student Housing

When Eastern first opened its doors to the Normal School students in January, 1907, Memorial Hall, a building of the old Central University plant, was used as the women's dormitory. Men students had rooms in town, and both men and women, as well as many of the faculty members, ate in the dining hall established in the basement of Memorial Hall. After the main building of Sullivan Hall was completed in 1909, the women moved into the new building, the dean of women established her office there, and the men were allowed to move into the then deserted Memorial Hall. The dining hall remained in the men's dormitory until the completion of the annex to Sullivan Hall, when more desirable quarters were available in the basement of that building.

As the school grew in size, and the available dormitory space was used, students were forced to find rooms in the homes of Richmond, until a new housing unit was built. Then, for a brief time, practically the entire resident student body would move to the campus, only to overflow the halls and move into town again within a few years, until another dormitory unit was completed.

The north wing of Burnam Hall, now known as "Old Burnam," was completed in 1921 and furnished rooms for 125 more women, presided over by an assistant dean of women, who lived in the hall. The basement of this building was then used as the quarters for Eastern's first cafeteria. The construction of the annex to Memorial Hall about the same time and the erection, in

1926, of the central and south wings to Burnam Hall (New Burnam), together with the present cafeteria kitchens, bakery, and storerooms, complete the story of Eastern's dormitories to 1936.

At the present, one of the outstanding needs of the school is a new men's dormitory. Memorial Hall, including the annex, houses but 130 men, and is old and in a poor state of repair. More men now room in town than on the campus. The women's dormitories accommodate the women students quite comfortably.

No history of student residence would be complete without the stories of several groups who have not lived in the regular dormitories. Many a woman student of Eastern in the early days thinks of her college home as one of the "cottages." These cottages were really two-story brick residences, four in number, which were also inherited from the Central University plant. Two of them still stand and are occupied by the superintendent of buildings and grounds and the college physician respectively. These houses have been used as faculty residences and as dormitories for women students, and one was used for several years for the home economics laboratories and demonstration house. When these cottages were occupied by women students, one mature and trustworthy woman was put in charge. Her duties were those of a house mother and dean of women combined. For many years these houses were heated by open grates. The rooms were larger than most dormitory rooms and were usually occupied by three or four women. Two of these buildings were razed when Burnam Hall was built, because they stood directly in front of it.

Another group whose memories of college residence is not of the dormitories, is the group of men who work on the college farm and occupy rooms in one of the two or three small cottages just back of the lovely old residence which was the home of the former owner of this farm. These cottages are spoken of collectively, by the students who occupy them, as "Poverty Hall." They are very convenient for the men who must work early or late on the farm.

A third group who have not lived in the dormitories is made up of the students who room in town. As has been pointed out, this group has changed in number and character with the size

of the school and the available dormitory space. But there is one group that has always roomed in town. That is the married group. Some few of these students have wanted bedrooms, but the majority have wanted "light-housekeeping rooms," or in latter years they dignify them by the title of "apartments." Most frequently these accommodations consist of a bedroom and a small kitchenette, though frequently a student's funds will permit only a four-in-one type, which is a single room that serves as living room, bedroom, dining room, and kitchen. Married students often bring their families with them, and when these families have more than two or three members they usually have larger quarters, sometimes renting an entire house. This is most often done by students who expect to be in residence more than one year.

Still a fourth group is made up of those students who live in Richmond or Madison County, or who commute daily from their homes in adjoining counties. This division has always been relatively large, and today the roads through the campus and the adjoining streets are lined with their cars. Several groups come and go by special bus, the schedules of which are made to fit the students' schedules.

Life within the dormitories and in the residence houses in town has changed with the administration of the several deans of women and deans of men and with the changing of social attitudes.

## Social Activities

Student life at Eastern in the early days was quite in keeping with the spirit of the times. The student social activities were such as one might expect in an age when there were no automobiles, no movies, no radios, and when the dance had not by any means reached its present status. The chaperon was ever present with instructions to guard carefully the students under his or her care from any contaminating influence. Miss Maude Gibson was called upon at one time to chaperon a married student with his wife and child to a fish supper in a downtown restaurant.

In the days when life was not so complex as it is now, there were various simple activities which contributed to the social

side of life at Eastern. Each evening after supper the students were permitted to promenade from six to seven, keeping strictly to the walk, with the assurance that the dean of women would be met at frequent intervals. Practically the entire student body and many of the faculty engaged rather regularly in this recreation.

President Crabbe followed the practice of standing on the steps of the south entrance of Roark Hall during the periods between classes and hastening the students as they moved between Roark and University Halls, by repeating rhythmically, "All right, students, file and to the right, single file and to the right," etc., in the meantime keeping time by clapping his hands and bestowing upon the group his famous smile.

Then there were such innocent pleasures as candy pulls. Almost any evening during the week, if one chanced to look through the chemistry laboratory windows in the Roark building, he might see Professor G. D. Smith leaning over a huge caldron of boiling molasses candy, with twenty or thirty boys and girls in the offing waiting to pull the delectable amber fluid and then end the evening very happily with such games as clap in—clap out, skip to M'Lou and post office.

Again, a popular type of party in the early years was the corn huskings in the fall, held on the college-owned Stateland Farm. The chief entertainment at these affairs were the contests in which both men and women participated. Refreshments of apples and cider and the walk to and from the farm on moonlit October nights were sufficient reward for the labor expended. At one of these parties Madame Piotrowska wandered away from the group, lost her way in the dark, and Dr. Crabbe had to go in search of his Professor of German.

After the organization of the five literary societies which enjoyed such long and popular lives, much of the social life was centered about these organizations. One of their weekly meetings in each month was given over to a "social." Plays, games, and farces were the most popular forms of entertainment. Frequently, one society entertained another society, sometimes as the price of losing a debate or an oratorical contest.

Dancing and card playing were sternly forbidden in the

early days. (As late as 1924 women on the faculty were not allowed to wear bobbed hair.) There is a record of one student from the city of Richmond who was expelled for having in his possession a deck of playing cards. An occasional game of flinch or rook might be indulged in with impunity, but it was a long time before card playing as such was tolerated among the faculty and student body. The scent of liquor on the breath and smoking anywhere on the campus were sufficient grounds for expulsion from school. One faculty member who served the school in the early period recalls how the hosts or hostesses of guests who smoked carefully drew their shades before their visitors could "indulge in a timid cigarette."

It is rather interesting to note the evolution of the dance at Eastern. The social gatherings which were the forerunners of the dance were known as plays and games, and consisted of the old-fashioned singing games interspersed with blind man's buff, Rachel and Jacob, and others of similar nature. As the school became more sophisticated an occasional grand march was permitted as something which added zest to the parties, and eventually, the Virginia reel and square dances were introduced with appropriate music. Occasionally ten or fifteen minutes were spent in social dancing. The gatherings then became dignified by the title "Rhythmic Games" and took place each Saturday evening from seven to nine. This went most satisfactorily for a period of several years with a gradual increase in the length of time given the dance until the games were crowded out entirely and this type of social reached its present status, dignified by the name of formal dance, with imported orchestras and formal attire—a far cry indeed from the days of blind man's buff.

Dances at present, both formal and informal, are sponsored by the various extra-curricular organizations. In the last few years the social committee representing the college has given several informal and strictly student dances following basketball games. Occasionally some organization gives a Dutch dance or other type of informal dance.

All formal dances are sponsored by different organizations for a dual purpose: first, to provide a source of entertainment: and second, to make money for other activities of the organiza-

tion. These dances are held in the small gymnasium under the general supervision of the social committee, although the club giving the dance is directly responsible. Many really beautiful events have taken place under this plan; some of the junior proms have been unusually striking in beauty and in the elaborateness with which they were planned.

The form of social entertainment that has been most consistently continued at Eastern is the reception, given either by the president and his wife, or by the school itself, and sponsored by the social committee.

The first receptions at Eastern were held in the old Central University gymnasium which stood on the site now occupied by the library. These functions were formal and semi-religious in character. Professor Booth pronounced the invocation, Dr. and Mrs. Roark received the guests, and the Y. W. C. A. and Y. M. C. A. assisted in entertaining. Simple refreshments, usually a lemon punch, were served. There were two of these receptions annually, in the fall and in the spring. Indeed, social functions were then more or less frowned upon. Training teachers in subject matter and method was an altogether serious business and practically no attention was given to the development of the social graces.

It was President Crabbe's custom to entertain the faculty, students, and citizens of Richmond at an annual reception on the lawn in front of Roark Hall. These receptions were characterized by dignity and beauty. Japanese lanterns were hung among the maple trees and a large and graceful basket, which had been made by Mrs. Stanton Hume and filled with pink rambler roses, adorned an enormous round table. Individually molded ices and cakes were served by white-jacketed servants, while an orchestra played exquisite music.

President and Mrs. Coates held a reception for faculty and students each semester. For a while these receptions were held in the president's home. Mr. Coates usually stood in the small reception room at the left while Mrs. Coates and some of their sons and daughters received the guests in the larger room across the hall. As the student body grew in numbers, these receptions were held in various places,—in Roark Hall, where different

members of the faculty received in the various classrooms, on the lawn in front of Roark Hall, in Sullivan Hall, and much later in Burnam Hall. Every member of the faculty was expected to stand in the receiving line and shake the hand of each student.

President Coates initiated the custom of giving a reception to the senior class during commencement week. At several of these receptions, the members of the senior class lined up and marched into the president's home, going down the receiving line in regular order. Several times the seniors wore their caps and gowns. Later, this practice was dropped and the receptions became more colorful with the senior girls dressed in dainty summer gowns.

Since the student body has become so large, all social functions in the nature of receptions are held out of doors during the summer. If for any reason the reception is held indoors, the students are sectioned into groups and invited for different hours of the evening. It is now the custom to have one grand reception for all at the beginning of the summer school. Dr. and Mrs. Donovan, assisted by some of the faculty, receive the students on the lawn in front of Burnam Hall. Refreshments may be served from tables on the lawn or in the recreation room of Burnam Hall.

### Excursions

Trips and out-of-door parties of all kinds have always found favor with Eastern students and faculty. The Richmond cemetery was once a favorite destination for strolling groups and couples on Sunday afternoons, and was used by the students much as a city park would have been used. Many an Eastern swain has bent his knee before a tombstone rather than a chair to ask for the heart and hand of the lady of his choice. Reported misconduct and changes in the social world were finally responsible for the decline in popularity of the cemetery as a social center.

Lake Reba (the city reservoir) and a grove a mile or two from Richmond on the Barnes Mill road were always popular places for picnics and wiener roasts. The former place continues to be the most favored picnic ground at present. Sometimes the trips to these places were under the direction of Profes-

sor G. D. Smith, for the purpose of collecting specimens for his botany and biology classes; at other times they may have been sponsored by the Y. M. C. A. and Y. W. C. A., by one of the literary societies, or by some other organization.

In the first years of the school, those who liked the out-of-doors took frequent and delightful trips to the "mountains." A trip of that sort was quite an undertaking. Having no automobiles, the students left on the midnight train for Berea, and hiked from the station to East or West Pinnacle to see the sun rise over the mountains. They then cooked bacon and coffee over an open fire and roamed the hills until time to catch the return noon train at Berea. Hiking costumes were not permitted on the train, so the girls wore their gymnasium suits, which consisted of full black bloomers and middy blouses discreetly hidden from view by long full skirts. They were permitted to leave their skirts at a farm house at the foot of the mountain, donning them again when they started for the train. Many of these trips were organized and managed by professor G. D. Smith. He always took numerous pictures of the groups, and, when he had developed the films, sold the prints to the students. He also organized and directed several trips to the Kentucky Natural Bridge.

Another type of amusement consisted of barge trips on the Kentucky River, which took place on moonlit summer nights for the enjoyment of faculty and students. Mr. Allen Zaring of the Zaring Milling Company, like Cinderella's fairy godmother, furnished the means of transportation, except that instead of using a pumpkin coach, he used his orange-colored mill wagons to transport the students to and from the barge landing at Boonesborough. However, while these trips were innocent enough in themselves, it was rumored that dancing was indulged in occasionally and secretly, and the barge trips were abolished for a while.

After the establishment of the separate Geography and Geology Department in 1928, and the enlargement and enrichment of its curriculum, Dr. L. G. Kennamer and Miss Mary Frances McKinney of that department organized a regular series of trips which were taken each summer. These trips were made

by bus for one, two or three days, and included any students who cared to take them. They were both social and instructional in character. They were regularly advertized in the catalogue, and used as an added attraction to bring students to the summer school at Eastern. They included one or more trips each summer to Cumberland Falls, Cumberland Gap and the Creech Coal Mine at Wallins Creek, Natural Bridge, the Blue Grass Area, Mammoth Cave, and an all-day barge trip down the Kentucky River to Valley View and return. These trips were very popular and worth while until the depression depleted student resources so greatly that they could no longer be afforded.

Other pleasure excursions include trips taken by bus loads of students, who frequently follow their athletic teams to neighboring colleges, and week-end trips taken by certain groups to Cumberland Falls and Herrington Lake. Many other trips that are primarily instructional in nature, but are necessarily social in character have also been taken within the last decade. These include visits made by the chemistry classes to see the chemical and industrial plants at Cincinnati, by the government classes to legislative sessions and state institutions at Frankfort, by geography and home economics classes to study the T. V. A. project at Norris, Tennessee, by geology and biology classes for the collection and study of specimens, by the musical organizations to give programs over the radio, or before the K. E. A., and by athletic teams for games that are played away from home. Students also attend the K. E. A. in large numbers, sometimes in groups, but most frequently as individuals.

No story of the excursions taken by Eastern students and faculty would be complete without making a record of the trip taken in 1934 to Frankfort to urge the Legislature to pass a tax measure that would give support to Eastern and to all the other educational, penal, and charitable institutions of the State. The entire student body and faculty, totaling some 1,400 individuals made this trip by two special trains, leaving in the early morning and returning in the early evening. After arriving in Frankfort, Eastern students and faculty, led by the college band, joined the other organizations in a parade through the streets of Frankfort, up to and into the capitol building.

### OUTDOOR CAMPUS PROGRAMS

One of the very prominent campus activities during the administration of Dr. Crabbe was the annual May-day festival. The date for these festivals seems not to have always been the first day of May, but the first Friday in the month. They were gala occasions in which every one participated from the oldest and most decrepit school marm or master enrolled to the youngest first grader, and from the president of the college to the janitors. The children of the training school with their critics and practice teachers rehearsed for weeks upon the songs, pageants, and dances in which they participated. These programs were given on the campus in the ravine between Roark and Sullivan Halls. A temporary platform was usually provided for the leading officers and others. These programs were veritable three-ring circuses with several dances in progress at the same time. Normal school students participated in the elaborate pageants and musical programs. Costumes for the children and the students were very elaborate, colorful, and costly, both in time and money. Despite the fact that it almost invariably rained, ruining May-pole streamers and crepe paper, cheese cloth and more costly costumes, and driving the audience and cast into University Building, the same amount of hard work and enthusiasm was expended on the preparation of the next year's program.

The typical May-day festivities in the afternoon were not by any means the whole of these programs. The classrooms and halls of both the Model School and Normal School buildings were covered with exhibits of the students' work. The Richmond city schools always dismissed for this program, but the critic teachers taught until noon for the hordes of parents and other visitors who flocked to the campus that day. These visitors entertained themselves until noon by examining the exhibits, observing classes, and attending the chapel program. At noon visitors, students, and faculty all had lunch on the campus, spread on the fresh young grass in the shade cast by the tender new leaves of the many campus trees.

After the regular May-day program in the afternoon, a baseball game was scheduled, though this game was frequently canceled because of darkness or rain. The evening found a

tired faculty and student body, together with their visitors, assembled in the auditorium of the University Building to receive enthusiastically the efforts of a group of amateur actors in a play, sponsored by one of the literary societies or some other organization.

No institution, outside the school itself, has exercised more influence upon Eastern Students of the past than the Redpath Chautauqua. This institution first came to Eastern and to Richmond in the summer of 1912 and continued through the summer of 1932.

About the first of July each year, a general superintendent with a service crew of some three or four young men arrived in Richmond. They proceeded to decorate the streets with strings of triangular-shaped flags strung across the street from telephone pole to telephone pole, and to tack up long lines of red arrows pointing to the campus and to the Redpath tent. Then every student who could spare the time, went out to the baseball field to see them erect their giant tent, the stage, the canvas fence, ticket booth, and lemonade stand, and to help them set up the folding benches and chairs. These young men of the crew were college boys who were working during the summer months, and they soon made friends with Eastern boys and girls.

One has to have lived in a world that knew nothing of radios, talkies, and automobiles that make possible frequent trips to Louisville, Lexington, or Cincinnati for an evening's entertainment, to appreciate fully what the chautauqua meant to the people of that period and to understand why it later passed out of existence. Tickets were sold to students at half the price they were sold to the citizens of Richmond and Madison County, and every one who could possibly get the necessary $1.50 bought a ticket and went. Students were encouraged to attend and usually did so. For seven whole days, both afternoon and evening, they were allowed to have dates for attending Chautauqua and they took full advantage of their opportunities. The people of Richmond and Madison County attended in large numbers. It was the cultural opportunity of the year. Many of them came for the morning programs, which were usually for children, and spent the entire day. Others came for the after-

noon program and stayed for the evening performance, bringing picnic suppers with them. They supplemented these with ice cream cones, and quantities of lemonade bought on the grounds.

The early programs were excellent, declining in quality as the decreasing attendance made fewer funds available. But there were given from those platforms some of the best programs ever given in Richmond: speakers upon many varied and interesting topics, music (instrumental and vocal), bands, opera, plays, light opera, and always a magician. Many of the outstanding men (including William Jennings Bryan) and women of this and other countries have played their parts on the Redpath Chautauqua stage before an Eastern audience and left their imprint upon her student body.

### SOCIAL ACTIVITIES OF VARIOUS STUDENT AND FACULTY ORGANIZATIONS

Much of the very essence of student life at Eastern has been centered around the activities of the various student organizations. The Utopian Literary Society, under the direction of Dr. Wren Jones Grinstead, gave at least two Greek plays. Later the Sigma Lambda (Foreign Language Club), under the direction of Mrs. Janet Murbach and Miss Mabel Pollitt gave *Trojan Women* two different years. The first presentation of this tragedy was given on the steps and terrace in front of the library, and the second, given after the erection of the Administration Building, used the entrance steps and portico of that building as the setting.

Before the organization of the Little Theatre Club, most of the efforts at dramatic productions were done by the various literary societies or by the senior classes. Since the birth of that club, however, it has sponsored many of the plays and pageants given on Eastern's campus. Rehearsals for these, with all the attendant work, associations and training, have left their impress upon the lives of the members of this club, sometimes in the form of courtships and marriages for the various members of a cast. This club has attempted some very ambitious tasks. One of the finest pieces of work it has done was in the spring of 1935, when it presented *Twelfth Night*.

Since the reorganization of the music department under President Donovan's administration, the various musical organizations have done outstanding work. The band and orchestra have played for various school programs, athletic games, radio broadcasts, and at various community and civic events. The glee clubs have likewise made an appreciable contribution to student life. Their programs for the baccalaureate and commencement have been outstanding, and their Palm Sunday vesper service, established in 1930, is becoming one of the beautiful traditions of Eastern. At least two band concerts and festivals by the combined bands of Berea, Transylvania, and Eastern have been given at each of the three schools.

Pajama parties and other informal social events for the girls in the dormitories are very popular. For the last six years, the Y. W. C. A. has entertained all the girls at such a party on the last evening they are on the campus before the Christmas holidays begin. An open wood fire in the recreation room is the center around which this party is held.

The Open Forum, during the years that it led such an active existence, played an important part in the student life on the campus. That organization brought to the college eight different art exhibits of original paintings, etchings, and block prints. Five of these exhibits were from the Metropolitan Art Museum, and were displayed for several days in the halls of Roark Building. This organization was also responsible for increased interest in scholarship. Two plaques, upon whose surfaces are engraved the names of the outstanding students in scholarship during those years, now hang in the library. The Open Forum worked upon the question of student government at Eastern, but this effort proved abortive.

The Open Forum was responsible for the establishment of the Student Loan Fund. A nucleus of less than one hundred dollars, the accumulated profit from several plays, had been left in the hands of the business agent of the college to be used for students "in emergencies." From this nucleus the fund has grown to more than three thousand dollars. Most of this amount has come from contributions from the Regents of the college, from the faculty, from alumni and students, and from

interested friends of the college. One hundred twenty-five members of one freshman class, under the sponsorship of Dr. Anna A. Schnieb, the founder of the Open Forum, each contributed one dollar, which the student had either earned or saved. A number of different organizations have given various types of benefits for this fund, or have contributed the surplus in their treasuries at the end of the year.

This fund is now incorporated with all the rights pertaining to such an organization. Students make application for loans in writing. These applications are then presented and the student appears before the committee. Satisfactory security must be offered, the scholarship and character of the applicant must be good, and there must be reasonable assurance that the student will have a position upon the completion of his work in the college. Many students have found it possible to complete some unit or the whole of their college work because of this fund. Proof of the wise administration of the fund is found in the fact that while many students have been helped during the thirteen years of the existence of the fund, less than two hundred dollars has not yet been repaid.

Other student organizations like the Elementary Council, Sigma Tau Pi (Commerce Club), the World Affairs Club (a member of the International Relations Clubs, sponsored by the Carnegie Foundation for International Peace), and the Rural Life Club have entertained from year to year with various social affairs, teas, banquets, and dances. Some of these clubs have brought speakers of national and international prominence to the campus. More has been done in this line of endeavor during the past six or eight years than previously.

For many years the president of the college has appointed a faculty committee, whose responsibility it is to invest an appropriation, taken from the student fees, in cultural programs. This committee has been known by various titles, as the Lyceum Committee, or the Fine Arts and Entertainment Committee, but its duties have varied less than its name. This committee has brought to the campus many good programs, speakers on a wide range of subjects, music of all types, dancers, and plays. Some of the outstanding talent brought to the students by this means includes the Ben Greet Players; The Ted Shawn Dancers; the

Coffer-Miller Players; the Stuart Walker Players; Louise Stallings; The Theatre Guild Production of *Elizabeth the Queen;* Ralph Warren Soule, tenor; The Cincinnati Little Symphony Orchestra; the Russian Chorus; the opera, *Barber of Seville;* the opera, *Hansel and Gretal;* the Pavleyonkrainsky Balett; and the Herbert Petrie Quartet, known as the White Huzzars.

Another faculty committee whose efforts have had a great influence upon the student body is the Social Committee. For many years the duties of this committee concerned the supervision of such socials as were given by the college. The policy of the committee was changed in 1930. At that time, Miss Eliza Hughes was made chairman, and in addition to faculty members serving, each student organization appointed a representative to the committee. In addition to the duties it had previously had, the new student-faculty committee was given the responsibility of formulating a social policy and calendar for the school year. Out of the work of this group grew the present code for the scheduling and conduct of dances, and the present program of social entertainment sponsored by the college.

Because the committee was so large that it became unwieldy, the number of faculty members was reduced in 1933 and the student representatives were limited to two—a man and a woman —from each of the four college classes. This committee, out of its appropriation from year to year, has purchased sufficient linens, silvers, glass and china to take care of the serving of refreshments at various college functions.

After President Donovan came to Eastern, he conceived the plan of having an annual barbecue during the second summer term of each year. This has since become an annual project of the social committee. The enrollment is relatively small at that time and the barbecue is really a large family party. Invitations are limited strictly to the faculty and employees of the college and their families, and to the students and their families. One of the finest things about this social event is the opportunity that it gives the families of the summer school students to join with the student body and faculty in an evening's pleasure.

A faculty and student committee slaughter and roast a beef, the cafeteria force prepare the remainder of the food, and the

faculty serve this repast to their guests from long tables on the picnic grounds on the college farm. Barrels of ice water and lemonade and huge freezers of ice cream are also served by faculty members to an appreciative group of visitors.

A week or ten days before the barbecue, the students are divided into groups, usually on a county or district basis. These groups each prepare some sort of "stunt", most frequently some burlesque or farce, and after the supper has been served and consumed, the evening is given to the presentation of the stunts. The winning group is rewarded with a goodly number of ice-cold watermelons, so that that group has another evening of fun together at the time it collects and consumes the reward of its labors. Many of these programs have been highly entertaining, and all have afforded hilarious good times to both the participants and the audience. Fortune has smiled upon this particular bit of good times at Eastern; only one time has rain run the merrymakers inside for their suppers and program.

### RELIGIOUS LIFE OF THE STUDENTS

Although the school is a state institution and not a "church school" in the sense that it is denominational, there has always been a very definite place for religion and religious organizations on Eastern's campus. Students here come principally from eastern, northern, and central Kentucky. This territory is one in which the Protestant churches predominate. As a result, most of the students at Eastern are members of, or have a preference for, one of these denominations. There have always been, however, some students who are affiliated with the Catholic, Episcopalian, and Jewish groups.

A rather large percentage of students, while in school here, take an active part in the work of the church of their choice. Some few transfer their memberships for the period of their residence here, but this number is not large. In the first years of the life of the school, when the student body as a whole was older than the present one, and when there were fewer other forms of social life, the percentage taking an active part in the work of the churches was probably larger than it is at present.

This participation probably reached its height during the

administration of President Crabbe. Both he and Mrs. Crabbe were very ardent church members and took an outstanding part in the religious life of the town. President Crabbe expected and required his faculty and students to do likewise. During this period most of the chapel programs were religious in character, and no program of any type was held on the campus without an invocation and a benediction. Religious speakers and workers were entertained by the school frequently and for several days at a time. At least one revival, strictly for students and continuing for two weeks, was held in the auditorium in University Hall. The leader was one Reverend Lamar from Atlanta, Georgia, a very emotional man, who conducted his services as the typical revivals were conducted at that time. The faculty were required to attend and sit on the stage with the evangelist, and, incidentally, to pay the expenses of the meeting.

The Baptist Church has probably received the greatest participation from the student body in the last six or eight years. There are usually more students of Baptist preference enrolled in the college than from any other denomination, and this church has been very active in its work with these young people. For three years the Southern Baptist Board maintained a student secretary on the campus. This secretary was always a young woman, who was enrolled as a student carrying a partial college schedule and devoting the remainder of her time to the work of her church on the campus. The organization in this church for college students is known as the Baptist Student Union, and has a large and active membership. All the churches have Sunday School classes organized especially for student groups. These young people participate also as teachers in the Sunday Schools and as members and officers of the various young people's societies. Most of the faculty are now, and have always been interested and valuable workers and leaders in church organizations.

In addition to their affiliation with the local church organizations, the students have always maintained one or two non-denominational religious organizations. These are the Young Women's Christian Association and the Young Men's Christian Association. The Y. W. C. A. was established under the sponsorship of Miss Lena Gertrude Rolling, a member of the Model

School faculty, in 1907, and has been in continuous existence since that time. The Y. M. C. A. was organized some time within the next year or two, although the exact date is not now known. Professor G. D. Smith and Professor I. H. Boothe were the organizers and sponsors. This organization ceased to exist during the years of the World War, due to two facts: first, the lack of men on the campus, and, second, the disfavor into which that organization came during the War. For a few years it was replaced by an organization known as the Men's Club. Then in 1928, the Y. M. C. A. was reorganized under the leadership of Dr. J. T. Dorris. Previous to 1930 the two associations were wholly separate in organization and works. Since 1930, while still maintaining different organizations, and membership in national and state affiliations, the Y. M. C. A. and Y. W. C. A. have joint services and share jointly the responsibility of the projects undertaken.

These organizations have long been active in benevolent work. During the past decade they have paid the hospital and medical expenses of several deserving students who had to have medical or surgical treatment but were not able to pay for it.

In 1910 the Y. W. C. A. had a Christmas tree and party for ten or twelve of the unfortunate children of the city of Richmond who had come under their observation. This tree and party have been held annually since that time and have grown, both in the number of children invited and in the gifts given, until the Christmas of 1935, when one hundred children were present. Most of the faculty and many non-member students contribute to the support of these organizations and to the work they do.

One of the beautiful services at Eastern that has already become a traditional part of the life of the college, since its inauguration in 1930, is the Y. W. C. A.–Y. M. C. A. Christmas Vesper Service—The Hanging of the Greens. This service is held in the lobby of Burnam Hall and is participated in by a hundred students. A candle procession and the ceremony of decorating the hall with ropes and wreathes of Christmas greens are integral parts of the services.

In 1930 these two organizations held their first "Retreat"

at the state Y. M. C. A. camp near Valley View on the Kentucky River. This week-end spent together each spring by the outgoing and incoming cabinets is used for inspirational services and for the planning of the coming year's program. These programs in addition to the two projects already described, include plans for the conduct of weekly vesper services on the campus, the conduct of daily ten-minute devotional services, the bringing of outstanding religious leaders to the campus, the encouragement of character development through the annual giving of the Student Service Award, the social service work among Eastern students, and a Freshman Week guidance and social program.

For years these organizations have sent from one to six or eight delegates to the Southern Y. M. C. A. Conference at Blue Ridge, North Carolina, and several times they have been represented at national conferences held in some of the larger cities of the United States.

### Student Labor

Eastern has always employed students to do much of the work on the campus. The number of students so employed has grown with the growth of the student body and the increasing need for services of various kinds. In like manner the rate paid per hour for services has changed.

A faculty committee on student labor determines the policies that shall operate in the employment of students. Briefly, these are: first, a scholarship standing of one point; second, good conduct; third, loyalty to the college and its activities; fourth, efficiency in the work done. Consideration is also given to the actual need of the student for some means of earning part of his expenses.

The number of students now working for the college average about one hundred twenty-five. These students are employed on the office staff, in the dormitories, in the library, in the cafeteria, in the laboratories, on the campus, and on the college farm. Most of these students earn twenty, twenty-five, or thirty cents per hour, depending upon the type of work done, and work from six or eight to twenty-five hours per week. Many young men or women have been enabled to attend college here because of this opportunity to earn a part of their expenses. Service in the

college cafeteria and bakery shop is performed wholly by student labor. For years two young men have acted in turn as night-watchman on the campus, making the change at midnight.

During the years 1934, 1935, and 1936, the United States Government, through the F. E. R. A. and the N. Y. A. organizations, has provided funds to employ from one hundred to one hundred ten other students. These students are employed under the regulations sent out by the directors of these organizations. Most of these students are employed in clerical or secretarial work or are are used to supplement the staff employed by the college in places where student labor is used. These funds have made it possible for many deserving students to attend college during the years when the financial conditions of their families would otherwise have made this impossible.

In addition to employment on the campus and farm, many students find work independent of the college. They serve in restaurants and hotel dining rooms, clerk in stores, tend furnaces, mow lawns, or find other work to do in the homes of Richmond. The people of the city cooperate nicely with the school in the employment of students and probably use almost as much student help as the college itself does. Many of these students receive their pay in the form of room and board.

### STUDENT AND FACULTY RELATIONSHIPS

One of the most permanent and satisfying aspects of campus life at Eastern is found in the student-faculty relationships. In the first years of the school a number of faculty homes were always open to students and they seem to have been centers in which students gathered for parties and other social events. One only has to travel through central and eastern Kentucky and talk with men and women who were students at Eastern in those days to realize how much these contacts meant to them.

In recent years, although the faculty and student body have grown greatly in size, these relationships have continued. A number of faculty members regularly entertain certain groups of students in their homes, to dinners and to teas and parties of various kinds. Others of the faculty who do not live in their own homes in Richmond often entertain groups of students and

friends elsewhere—at hotels for dinner and at teas and parties in the recreation room of Burnam Hall. Sometimes members of the faculty take students to Lexington, Louisville, Cincinnati, and other places for special programs of various sorts.

Many students have been helped through unhappy situations by members of the faculty. Sometimes counsel in the solution of a difficult problem has been all that was needed. At other times a lift over a financial difficulty has been necessary. Whatever the need, members of the faculty have always been willing to assist worthy students.

The college under President Donovan has adopted the slogan, "Eastern is a friendly college." It is the policy of Eastern, therefore, to foster a social atmosphere that is conducive to a happy college life. Students are taught that wholesome friendships made in college often become valuable business and professional assets in actual life. With these objectives in mind students and faculty are encouraged to maintain such relations as are not only productive of the highest scholastic attainment, but are also conducive to the development of those social graces that are desirable in a varied and changing world of human relationships.

# CHAPTER X

## THE COLLEGE FARM

By Ashby B. Carter

### Stateland

Since relatively few state teachers colleges own and operate farms, the question is often asked, why should Eastern attempt to operate a farm? The answer to this question may be found in the minutes of the Board of Regents, under date of October 6, 1911. The reading of the transcript which follows will indicate the foresight and the interest in the welfare of rural people displayed by those who administered the affairs of the institution in the early days of its existence. These minutes read as follows:

> The Board of Directors of the Kentucky Federation of Women's Clubs, presented resolutions to the Board, and Section Two, which refers to the Normal Schools, was approved, and Dr. Crabbe asked to thank the Federation of Women's Clubs for their stand.
>
> The Resolution is as follows: "We urge the Board of Regents of our State Normal Schools to make such provisions as may be necessary to thoroughly prepare students attending these institutions, to successfully teach Elementary Domestic Science and Agriculture in the Public Schools of Kentucky."

From the minutes of the Board of Regents under date of July 19, 1912, the following paragraphs are taken:

> The following committee was appointed to take options on a prospective farm for school use, adjacent or accessible to our present campus, price suggested, $25,000.00 for 100 acres.
>
> Committee—President Crabbe, Treasurer Turley, and Superintendent Hamlett.
>
> This committee is to make a report at the earliest possible moment to the Board of Regents which is to be convened at the call of the Chairman.

Pursuant to the work of this committee President Crabbe recommended to the Board of Regents, for the two-year period ending July 1, 1914, the expenditure of $25,000.00 for a farm and $8,000.00 for a barn and its equipment. Subsequently (September 5, 1912) "President Crabbe recommended the purchase of the Whittaker Farm of 116.45 acres, located on the Barnes Mill Pike, cost $18,280.00." This recommendation was approved, and the purchase made.

As further evidence of Eastern's appreciation of the advantages of operating a farm in connection with other phases of the school activities, the following abstract is taken from the Year Book of Eastern Kentucky State Normal School, of July, 1913:

> The compelling movement abroad in the land for vocational teaching, experiencial knowledge, and teaching based on practice, was fully appreciated by some of Kentucky's foremost thinkers and educators, and in 1912 through the influence and votes of right-thinking legislators, a law was passed appropriating money for the establishing, maintaining and promoting of departments of Agriculture, Manual Training, and Domestic Science in the teachers' schools, the Normals. In accord with the intent of the law, Eastern purchased a typical Madison County Farm of 112 acres, lying near the school. The official name of the Farm is Stateland. Stateland is not an experiment station, nor yet a financial venture. The actuating cause for its existence is to put Agriculture, Manual Training, and Household Economy on the same basis as the other sciences and academic subjects, to afford contact method of teaching teachers to teach; it is a working model of a small farm, a real demonstration farm for both students and the public. It will be a simple business to market all products to the best advantage, to dormitories, and to the buying public. There are many reasons why a farm like this should not return a profit in dollars and cents. These must be patent to thinking, foreminded people. While no one will be disappointed if Stateland shows no credit balance, yet the farm is to be run on a self-supporting basis. Stateland is an integral part of Eastern Kentucky, it is ever open and aboveboard, and at all times, invites the general public.

The purposes and objectives, as outlined in the foregoing, answer in a very explicit and definite manner the question propounded in the opening paragraph of this chapter. How well the enterprise has succeeded in fulfilling these objectives is largely a matter of conjecture. Especially is this true in trying to appraise the intangible values of the farm, such as laboratory demonstrations and participation exercises provided by those in charge of agricultural teaching. However, with such teachers as Professors G. D. Smith, J. S. Pullen and Rex Cox, the student body was surely favorably impressed with the type of work done at Stateland.

A study of the financial statements of the farm for the ten-year period that it remained in the possession of Eastern show an average annual deficit of approximately $500.00. This would indicate to the layman that the enterprise was an abject failure, but the sale price of the Farm not only wiped out all deficits, but left a net profit of $2,407.27; and, in addition to this, there was a Livestock and Equipment Inventory of $2,956.75.

In a report from the Farm Manager to President Coates, under date of December 1, 1920, is the following:

> Stateland has been used: (1) To provide a laboratory for agricultural classes; (2) To supply milk and vegetables to the school Dining Hall; (3) To demonstrate proper farm operations; (4) To provide work for those students who desired that type of work.

A letter of recommendations from the Farm Manager to President Coates under date of April 6, 1922, contains the following paragraph:

> I am of the opinion that the present Dairy Herd is inadequate to the needs of the Sullivan Hall Dining Room. The Farm can easily support twelve or fifteen cows, and I believe it would prove a profitable investment to increase the herd to at least twelve cows. The present number is eight,—seven of which are giving milk. Some of these have proven unprofitable and it would be a good policy to weed out the "boarders" and replace them with cows of higher merit. I should like to see all replacements and additions of purebred stock. For our needs I believe the Holstein is the cow for the School to own. Our milk records clearly show that the Holsteins that we now own are the most profitable cows in the Herd.

This recommendation is of significant interest, in the light of the livestock inventory taken July 1, 1920, which shows two purebred Holstein cows, two grade Holstein cows, four grade Jersey cows, two calves, one and two weeks old, and one grade Holstein bull.

### New Stateland Farm

In the late fall of 1922, Stateland was sold, and shortly thereafter the Gibson farm, adjoining the campus, was purchased. The increased acreage and accessibility to the class rooms suggested an expansion of operation plans for the newly acquired farm. It was but a simple matter to transfer the livestock and other farm equipment to the new farm. This change was made in mid-winter, and only those who happened to be on the ground at the time can fully realize the handicaps and privations endured the remainder of the winter of 1922.

The Gibson farm, at the time of its purchase, was a typical example of what usually happens to a highly fertile and easily tillable farm in the hands of tenant operators. It may not be amiss to say that it was heavily mortgaged and that the owners were forced, as the debt burden increased, to resort to "mining" practices. With the exception of a small plot of about twelve

acres of blue grass sod, the entire farm was under the plow. One field of twenty-five acres had been cropped to corn for seven constructive years, and nothing in the way of a cover crop during the winter was used.

The fences were in such bad condition that it was almost impossible to restrain the livestock in any single field. The buildings were even in a more deplorable condition. In nearly every instance leaky roofs were found. Doors were either unhinged or completely wrecked. Hedges had been allowed to grow untrimmed for years. Weeds, apparently, had been utterly disregarded, for the farm was found to be badly infested with some of the most obnoxious weeds, such as cocklebur, sourdock, burdock, jimson weed and even wild onion.

The problem of renovating and rejuvenating the newly acquired farm was one that required a vast amount of supervision, as well as painstaking effort. This was all the more trying, since a hard and fast rule was laid down that the farm as a unit must be self-sustaining. All expense in the way of labor, incidental repairs, and general maintenance has been paid out of proceeds from the farm each year. Over and above this, it has shown a modest annual profit.

Two later additions of seventeen and one-half acres each, the Bond and Persifall tracts, extended the farm frontage on the Lancaster pike, and expanded the farm unit to approximately 175 acres. New Stateland is virtually a part of the campus; in fact, the Weaver Health Building, the Rural School, and the new Stadium, all occupy sites that were once a part of the Gibson farm. In the future it is highly probable that other magnificent structures will be located on the farm. The newly established R. O. T. C. Unit will doubtless utilize portions of the place for drill purposes.

A minor activity developed on the premises of New Stateland is the slaughter of meat animals for the dining halls. Hogs raised for this purpose are slaughtered, and young beef animals are bought and finished at the farm. Much of the work in connection with this enterprise is done by student labor.

A young orchard has been planted, both as a source of fruit for the dining halls and as a laboratory for students interested in the culture of orchard fruits.

The college gardens are located on the farm. These embrace an area of ten to fifteen acres. A great variety of vegetables are grown, assuring the dining halls of an abundance of fresh vegetables throughout the growing season. Surpluses are usually canned for winter use.

The farm carries a flock of 400 white Leghorn chickens. Modern poultry houses have been built and equipped with standard equipment, thus giving opportunity for adequate demonstration and practice work with poultry.

New Stateland Farm has been developed primarily as a dairy farm, and from the modest herd transferred from Stateland on January 1, 1923, there has been developed one of the most outstanding herds of registered Holsteins to be found in the South. In 1928 a modern dairy barn was constructed, making it possible to house comfortably thirty-three cows, in addition to providing calf and bull pens.

Since the development of the dairy herd has been the one enterprise on the farm, that may be described with justifiable pride, an account of it should be given somewhat in detail. The records show that the first acquisition of registered Holsteins was made in February, 1920, when Johanna Woodcrest Undeeda 2nd., from George Button and Sons, of Franklin, Kentucky, and Jewel Pontiac Butter Boy, from the C. M. Bottema Herd of Indianapolis, Indiana where purchased. These two cows are mentioned because they represent the foundation units, and some of their blood is still to be found in the herd.

Reference has been made to the livestock inventary of July 1, 1920, as including ownership of a grade Holstein bull. Realizing the necessity of purchasing a registered Holstein bull, steps were taken early in the year 1921, to secure the service of a sire with the backing of high production, such as would justify mating with the two registered cows already owned. As a choice, Knapp Pontiac Butter Boy De Kol was purchased from George Peabody College, of Nashville, Tennessee. This sire was continued in servecie until June, 1924, when Sarcastic Allen De Kol was purchased from Berea College, of Berea, Kentucky. The next sire in service in the College herd, Richland Hartog, was donated to the College, June 1, 1936, as a baby calf, by

R. M. Barker, of Carrollton, Kentucky. This young bull, a grandson of Tritoma Pietertje Ormsby, made a distinct contribution in both type and production. Unfortunately, this sire reacted to the tuberculin test in January, 1929, and it was not until his daughters came into production and were carried to test, that the full worth of this young sire was appreciated.

At this point it becomes important to mention the acquisition of an aged cow, Ardale Hengerveld Colantha, which had an advanced registry record and was sired by the famous bull, Flint Hengerveld Lad. This cow subsequently gave birth to a male calf whose sire was Richlawn Hartog. Production records show that this happened to be one of those fortunate "nicks" that breeders so often seek. Ardale's son, Eastern Hengerveld Pontiac Lad, followed Richlawn Hartog in service, leaving, all told, seven daughters that were ultimately to come into production. The service of this bull was lost, as was that of his predecessor, very early in life, as a reactor to the tuberculin test—in fact, before he reached the age of eighteen months.

In January 1930 the herd was entered in the Herd Improvement Registry Test, of the Holstein-Fresian Association and has been enrolled continuously in this test ever since. As a result, improvement in production has been achieved that is highly gratifying. A more complete report of these results will appear in a later paragraph.

As the registered granddaughters of old Ardale finished a lactation, it became increasingly apparent that her son, Eastern Hengerveld Pontiac Lad, was highly prepotent. His tragic end, therefore, was more deplorable, since it cut short the career of a sire of such astounding promise. A comparison of the dams' production with that of this sire's daughters, shows an average increase of 130 pounds of butterfat over that of the dams. The advanced registry of the Holstein-Fresian Association has given this bull an index of 706, which places him well up among the best ten percent of proven sires in the H. I. R. Testing.

During the fall of 1930 Dr. Bruce R. Payne, of George Peabody College, visited the college farm and expressed his approval of the large frame type cows resulting from the farm's breeding program. This expression from an authority like Dr. Payne,

who has years of experience in breeding Holsteins and a keen discernment in blending brood lines, was much appreciated. Acting upon his recommendation that further improvement in both production and type could be achieved by bringing in the blood of Iowana Sir Ollie, Knapp De Kol Ormsby Abbekerk was secured from the Knapp Farm, at Nashville, Tennessee. This bull, carrying three crosses of Iowana Sir Ollie, had already attained distinction in the show ring; and as events subsequently developed, he was indeed a fortunate selection.

All of Knapp's daughters show improvement in type; and, up to the present time, these daughters, eleven of which have finished a lactation, average 77 pounds of fat better than their dams.

It should be noted that as production reaches a higher level, it becomes increasingly difficult to find a sire of prepotent character, that is good enough to cary production to a level above the four-hundred-pound mark, which is the present average at Stateland. The goal is an average of 500 pounds of fat-per-cow-per-year, and while it may take five more years to reach this goal, it is not believed to be utterly impossible. If the 500-pound mark be reached, it will mean the acquisition of sires that have the backing of high production on both sides of their pedigree.

In selecting a sire to follow Knapp, Mount Riga Sir Rue Homestead, a son of Sir Inka Rue, was purchased from Clark Griffith, of Big Cabin, Oklahoma. This sire has nine daughters in the herd, three of which are in milk. If all of these are as good as the first one to finish a lactation, it will be felt again that a wise selection was made.

Lyons Mutual Duke, owned by the Kentucky Experiment Station, is now in service at New Stateland, and breeders are quite favorably impressed with the beautiful daughters now appearing in the herd, sired by Duke. Professor Fordyce Ely, of the University of Kentucky advised the selection of this bull, and as Duke's daughters finish a lactation, a production level in excess of their dams is expected. Seven of Duke's sons have already been chosen by breeders in the State as future herd sires.

The six years of Herd Improvement Registry Testing is an achievement that should prove an inspiration to other breeders.

The annual reports from the Advanced Registry in tabulated form below show notable accomplishment in a very concise manner.

| Year | Cows | Days in Milk | Class | Pounds of Milk | Average of fat | Pounds of fat |
|---|---|---|---|---|---|---|
| 1930 | 15 | 328 | C | 8,507 | 3.1 | 267.6 |
| 1931 | 17 | 336 | C | 9,777 | 3.2 | 314.3 |
| 1932 | 18 | 315 | C | 10,443 | 3.5 | 365.8 |
| 1933 | 15 | 323 | C | 10,106 | 3.5 | 358.0 |
| 1934 | 19 | 324 | C | 11,098 | 3.6 | 402.6 |

The official report for the year 1935 has not been received, but the barn records indicate that the production record will be slightly above that of 1934. This is all the more gratifying when it is noted that eight of the cows enrolled during 1935 are milking in either their first or second lactation. As indicated by the classification, no cow included in the above tabulation was milked more than twice a day.

In bringing this chapter to a close, it becomes desirable to express a word of appreciation for splendid services rendered by the student workers in the dairy, for practically all of this work has been done by them. A survey of student labor records will show a host of young men who have done part-time work in the dairy. Space does not permit mentioning all of them by name, but those who have remained long enough to actually finish their scholastic work leading to a degree should be given. In the early morning hours there have been heard along with the rattling milk cans and pails the lively song and the merry whistle of the following young men: Delaine Roberts, Albert Wilson, Claude Farley, Alton Smith, Allington Crace, James Patton, Leland Wilson, Colonel Hammonds, Charles Hart, Clyde Farley,

Raymond Layne, Jesse LaMonda, Rupert Reese, Z. T. Rice, Vaughn LeMaster, Gilbert Carter, Dan Conly, Z. A. Horton, Clarence Starnes, John Tarter, Virgil Tarter, Oscar Graham, Henry Triplett, Bill Ramsey, Ira Smith, Carl Hancock, S. L. Switzer, Boyd Long, and Floyd Cammack.

# CHAPTER XI

## HEALTH, PHYSICAL EDUCATION AND ATHLETICS

By Jacob D. Farris and Thomas E. McDonough

### Health

Apparently whatever idea of a health program at Eastern may have been in the minds of those in charge of affairs remained unexpressed for many years. Evidently the health of the student body must have been good, and probably little need arose for very much attention being paid to health. Even during the epidemic of influenza during the World War there appear to have been no distressing conditions here. However, in June, 1919, Dr. Wilson and Dr. Wittenberg were sent to Eastern by the Kentucky State Board of Health to vaccinate for pneumonia all students who were willing to be immunized against this disease, and the Board of Regents also authorized the securing of the "services of a nurse for one month or longer if necessary." This marked the beginning of the health service for students at Eastern. In August, 1919, Miss Bertha Conway, of Ashland, Kentucky, was employed as a nurse and "general assistant to the Dean of Women." The following year a nurse was employed regularly to look after the health of the students. From this time on a nurse has been on duty. In 1923 Miss Margaret McCrystal succeeded Miss Conway. Then Miss Joy Frazer came in 1925 and remained until Miss Edna White, the nurse at present, was employed in 1927.

The Board of Regents in June, 1922, appointed a committee from their number to investigate the manner in which other similar institutions handle the health problems and to report a plan at the next meeting. Subsequently the committee reported its study on the subject but apparently nothing was done about the matter at that time.

As early as April, 1926, the Board recommended that a physician be employed to look after the health of the students, and in 1927, Dr. J. W. Scudder was employed as college physician. Some equipment for a physician's office and a "hospital office" (as it was called) was purchased in 1927. The hospital

was first housed in Cottage 2 of Faculty Row and the college physician lived in Cottage 3. When Cottage 2 was razed in 1927 two corner rooms on the second floor of Sullivan Hall and one in Memorial Hall were equipped to be used as hospital rooms. In Sullivan Hall the rooms directly under these were used as office and private rooms for the nurse. This arrangement exists today and the college physician still lives in Cottage 3.

*The Eastern Kentucky Review*, Vol. XI, No. 4, August, 1917, mentions for the first time courses in health, described as follows:

HEALTH HYGIENE AND SANITATION

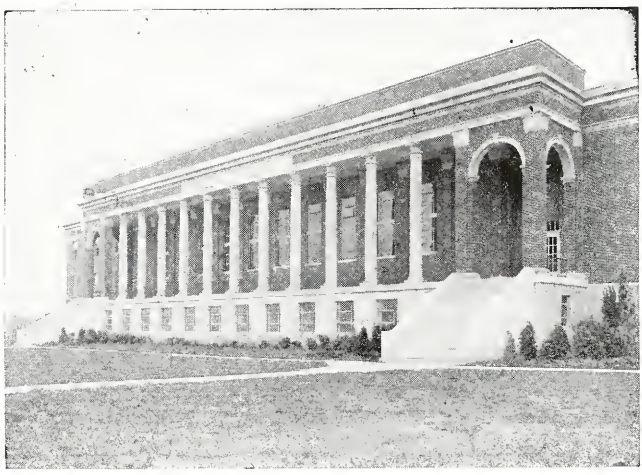
Hygiene (Educational) Health preservation and promotion, communicable diseases in schools; discovery and treatment of chronic health defects. First aid to the Injured—a lecture and demonstration course of instruction in handling emergencies.

In 1919-20 Miss Anna Lee Davis, teacher of Home Economics, was designated to teach a class in Health Education. In the spring of 1925, it was recommended that a teacher of health be employed. Miss Joy Frazer, the school nurse in 1925, taught a class in Home Nursing. Also at this time Mr. A. B. Carter offered a course in health (Sanitary Science). This seems to have been the first definite step toward the teaching of health.

A rather interesting policy was adopted in January, 1923. The Board of Regents voted to "take out accident insurance on basketball and baseball players to the amount of $200.00 to $300.00, same to be paid out of athletic fund." Then such a policy was an innovation, but now it is commonly practiced in many colleges, though not at Eastern.

When Dr. Donovan came to the presidency of Eastern in 1928 an expanded program of health and physical education was emphasized. Thomas E. McDonough was employed as Director of Physical Education and Dr. J. D. Farris as College Physician and Director of Health. The work was made a distinct division of the college curriculum and was divided into three definite phases, namely, Physical Education, Health Education, and Health Service. Since then a student may major or minor in this field of study as in any other department of the college. There are now more than twenty-five courses in Health and Physical Education open to students.

The entire program was greatly enlarged and accelerated upon the completion of the Weaver Health Building in 1931. The need for such a building had been felt for many years and had been recommended to the Board of Regents several years prior to 1929, when it was definitely decided upon. Its careful planning and construction; its swimming pool and large and small gymnasium; its lockers and shower rooms for women and men; its laundry, boxing and wrestling rooms, and handball courts; its classrooms and laboratory for teaching, are hardly



WEAVER HEALTH BUILDING

equaled elsewhere in the entire country. The Health Building fulfills a great need in the lives of all the students who come to Eastern. One of the highest compliments paid to the work that it attempted was expressed by a county health officer when he said that he could tell when he visited his schools whether the teacher had been a student at Eastern.

Miss Marie Roberts, who was for a long time dean of women and who has been intimately associated with the health problems of Eastern longer than anyone else here at present, states that there have been epidemics of measles and influenza of serious proportions among the students; that there have been times when the entire space of cottages and the entire second floor of Sullivan Hall were used as hospital rooms; that one year, in

particular, about one-third of the student body had measles, and that an epidemic of one kind or another came to be expected each year.

While there are from nine to twelve thousand calls to the Health Service annually, there has never been a student's death on the campus. And though there have been cases of measles, mumps, chicken pox, influenza, scarlet fever, diphtheria, etc., there has been no epidemic of any contagious disease during the past eight years. For this record the splendid cooperation of the students with the health program has undoubtedly been responsible.

## PHYSICAL EDUCATION

Physical Education, known as physical culture in the early times and later called in turn Physical Welfare and Recreation, had its early beginnings at Eastern in 1910. *The Eastern Kentucky Review* for 1910 (Vol. IV, No. 4) included under the Department of Education a course in "School Games and Plays." "This course is introduced to meet one of the latest and most popular demands. Those who elect to take this course will find it one of the most effective means of disciplining the school as well as practical and valuable means of studying and building character." Physical Culture was offered in the Training School as evidenced in the following supplement of the *Eastern Kentucky Review* for July, 1910:

"The course of Physical Culture will be found in R. Anna Morris Physical Education. The work by grades is outlined on pages 14, 15, 16. This outline will be followed as nearly as practicable.

General Directions:

Do not under any circumstances permit the children to keep their wraps, overshoes, or rubbers, in the school room.

Open windows before exercise but avoid draft. Close them after exercises are over.

Do not talk more than is absolutely necessary; pupils soon learn what is required without continual talking.

Be alive and energetic yourself and you will inspire your pupils.

Insist that your pupils take all positions correctly.

Insist that the position at all times be taken quickly and simultaneously.

Do not take a new exercise every lesson; practice old ones well.

When children rise for readings or recitations, have them stand in correct position."

These instructions guided the physical education in all eight grades.

The college Preparatory Courses as early as 1910 required Physical Education including gymnasium practice under the personal supervision of Director Clyde Wilson.

The philosophy of Plays and Games, in all probability synonymous with physical education, was depicted in a course explanation. "No one questions the value of play in education. Too much stress cannot be placed upon it. Much of the school work in the primary grades can be accomplished through play. It furnishes the motive for real interest. Little children become easily fatigued, and frequent periods for relaxation and full play should be provided in the program of the classroom."

In 1911 the Department of Physical Education offered a course in Swedish Gymnastics based upon the Ling System. The text followed was *Progressive Gymnastic Days Orders* by Dr. Evebuske. Exercises on apparatus, dumbell exercises, athletic games and track work were the activities stressed in the classes. Two hours a week (beginning with cold or inclement weather) were required for all normal students.

In 1912 Miss Jean B. Hurst, teacher of expression and physical culture, took over the work for women. At that time both the Elementary and Intermediate State Certificate courses included a requirement of one hour of physical culture. Three days of Emerson's Swedish Gymnastics, two days of basketball and gymnastic rhythm work were activities offered to women. The courses for men included gymnastics and seasonal activities, such as football, track, basketball, baseball, and tennis.

In 1917, under Physical Culture for Women, two terms of work were required in Physical Culture. The regulation gymnasium costume for women was a plain white middy blouse, full bloomers made of black serge, black hose and black gymnasium shoes. The chief purposes of the courses for women at that time were "to correct physical defects, to develop poise, strength, ease and grace in bodily movements, to afford pleasant recreation

and to give the student a supply of suitable material for work in the public schools." Much time was given over to playground work, captain ball, basketball and other competitive games. Folk dancing, singing games, and special rhythmic work were also offered.

Mr. Charles F. Miller was in charge of physical education for men in 1917. The war conditioned the physical education for men, as evidenced by the following statements from the *Eastern Kentucky Review* for 1917 (Vol. XI, No. 4):

> The greatest thing desired in this department is prime physical condition called fitness—fitness for anything a person may be called upon to do."
>
> The aim of physical training is to develop man to his highest efficiency and to what nature intended him to be. Careful and systematic exercise of the body is a necessity to the fully trained teacher if he would build up a reserve of bodily energy from which he may draw in time of need. A feeble body weakens the mind. If you desire that your pupils should improve in mental abilities, let them improve the corporeal strength which is subject to their direction. Let their bodies have continued exercise.

In 1918 Miss Anetta Hardin was teacher of Expression and Physical Culture for Women. Miss Anna Lee Davis, teacher of Health Education, and Miss Mary Ann McMillan, teacher of Expression and Physical Education for Women came to Eastern in 1919.

The Kentucky Legislature enacted in 1920 a physical education law which gave added impetus to physical education particularly in the Normal Schools and University. The law provided for physical education as a part of a school course in all schools of the State. "This law provides that the State University and all other State Normal Schools shall provide courses in physical education, and after July, 1921, all graduates from teacher courses in these institutions shall have completed one or more courses in physical education."

Miss Katherine Hammond was instructor of Physical Education for women in 1920. Mr. George Hembree took over the athletic and physical education instruction the same year. Physical Education was required for the advanced certificate course for four terms three times a week.

Miss Lorna Bressie was added to the Physical Education staff in 1922. The old gymnasium, which burned to the ground

in 1920, was replaced by a "new frame building of appropriate size, with hardwood floor." The building had only fair accommodations and when used as an auditorium it seated 1,100 people. It contained modern equipment and the largest basketball floor in the State at that time.

By 1922 the beginnings of a modern curriculum of physical education was well under way. Three physical education courses were offered in the normal department and thirteen courses in the Teachers College. The catalogs from year to year gave many minor changes, such as the addition or subtraction of courses and many changes in the staff. Miss Eliza Hughes was an instructor in 1923-24 and after a leave of four years returned to her present position. Miss Ruth Perry, Miss Hortense Lewis, and Miss Helen Russell taught physical education in successive years during Miss Hughes absence. The physical education faculty was further augmented in 1928 by adding Mr. Thomas E. McDonough and Miss Gertrude Hood to the staff.

New Stateland Field was completed in 1930 and the Weaver Health Building was occupied in the spring of 1931. This modern plant, housing two gymnasiums, a swimming pool, a boxing room, handball courts, locker rooms, classrooms, and a physician's suite, has offered ample opportunity for a broad physical education program. Eastern's required program, therefore, which was first recreational in nature, has slowly taken form. The first four-year major curriculum of Health and Physical Education was completed in 1930 and has been under constant revision.

The Department of Health and Physical Education was granted a divisional status in 1933. Eastern, in projecting her broad program of Health and Physical Education, has been guided by the following policies and standards and has actually practiced them:

1. The administration of health and physical education, including athletics, is the responsibility of the institution and is under its complete control.
2. All health and physical education, including athletics is organized under one administrative division.
3. The chairman of the division of health and physical education is directly responsible to the president and Board of Regents of the institution.
4. The chairman of the division and his staff are all educa-

tors with advanced training and are expert in at least one phase of the health and physical education program.

5. Health education at Eastern has been organized to include three phases: A, Health Supervision; B, Health Service; C, Health Instruction.

6. A full time physician is chairman of the Division of Health and Physical Education. The present chairman, Dr. J. D. Farris, is a well trained and experienced educator.

7. Physical education is organized to include: A, Required or service courses; B, Intramurals; C, Intercollegiate activities; and D, Professional Courses in health and physical education.

8. Intramural sports are organized and administered as a phase of physical education.

9. Intercollegiate athletics is recognized as possessing great educational possibilities and is a part of the broad program of physical education.

10. A committee, appointed by the President, acts in advisory capacity and shapes policies of the department.

All members of the faculty or collegiate staff of health and physical education teach in the training school.

Thus it is seen that Eastern's required program of physical education has evolved from a program whose chief aim was recreational in nature to a program devised to meet teacher-training needs. Every student graduating from the institution must have four credit hours of physical education. These courses are offered to freshmen and sophomores. The chief aims of the required program are:

1. To equip the prospective teachers with material which in turn will be taught to the children of the state;

2. To develop in the student an appreciation and proper attitude toward physical education activities;

3. To equip the prospective teachers with activities which will be suitable to take up their leisure time;

4. To develop a posture consciousness and organic vigor;

5. To develop social attitudes, through promoting fair play, developing leadership, teaching of safety consciousness and those traits which make for good citizenship.

The professional courses of health and physical education have for their chief aims the development of specialists in the field, who will be equipped to organize, supervise, and administer programs in the rural and urban schools and communities of the State.

In conclusion it might be said that Eastern's philosophy of health and physical education is portrayed on the bronze placque which graces one of the walls at the east entrance of the Weaver

Health Building. The words on this tablet expressing the purpose to which the building was dedicated are:

> To the development of the body;
>
> To the ideal that the physical body should be kept sacred;
>
> To the ideal that the strong body may be kept strong; that the weak body may be made strong;
>
> To the promotion of the idea of play and recreation as aspects of the finest living and that man may learn to use properly and profitably leisure time;
>
> To the end that youth may renew the games of childhood and learn new games to carry over into mature age;
>
> To the end that the care-free joy, the utter abandon, and the spontaneity of youth may serve to help defer old age;
>
> To the highest ideals of good sportsmanship including a high born love and justice and fair play; a frank and uncompromising opposition to falsity and injustice and cheating;
>
> To the ideal that the enjoyment of and the participation in all games and plays and sports shall come to everyone and not merely to a few who play on teams;
>
> To the promotion of better health and the prolongation of life to the end that citizenship may have greater happiness and increased capacity for service and productiveness;
>
> To the program of health and physical education based upon the nature of man and the evident needs in American life and devoted to the health, happiness and character of the American people;
>
> To health instruction based upon scientific materials, progressively arranged throughout the Elementary School, the High School, and the College and directed toward personal accomplishment and social ideals;
>
> To the training of teachers in health and physical education that they may teach the children of the Commonwealth more effective health habits and ideals;
>
> To the use of Eastern and the people she serves, to the ideals for which she stands and the scholarship which she promotes.

## ATHLETICS

From the earliest times the subject of athletics was somewhat of a controversial matter at Eastern. According to the minutes of the Board of Regents, it was some times debated as to whether athletics should be permitted or sponsored by the institution. Athletic activities at Eastern grew, however, as the students and administration felt the need for them. As a result the institution has enjoyed, from the beginning, a varied program of athletic sports. The *Eastern Kentucky Review* for 1910 (Vol. IV, No. 4) states:

> The athletic interests of the school are guarded and safeguarded by a Committee of the Faculty and a Committee of Students. The Normal encourages health, sports, and all clean athletics. The interests is growing more and more intelligent. There

> is a splendid athletic field near the gymnasium. The affairs of the athletic association are in a flourishing condition. Baseball developed much interest and enthusiasm this year. Basketball has made a good beginning. A fine tennis club does excellent work with bright prospects for a great tournament. You'll like the spirit.

The earliest athletic contests were carried on by women, and basketball games were played with other institutions of the State as early as 1907. The facilities for contests and sports were splendid for that day and time. An early *Review* states: "The gymnasium—a large, well ventilated building (which was one of the original buildings on the campus)—is equipped with apparatus, running track, shower baths, and lockers. The gymnasium is in process of overhauling and additional equipment has been purchased for the coming year." Mr. Clyde H. Wilson was Instructor in Manual Arts and Physical Edueation and Director of Gymnasium and Athleties.

In 1910, according to the *Review*, football was introdueed and interclass contests were promoted. "It was the policy of the school to encourage clean and healthful rivalry in athleties, both in interclass and intercollegiate contests. All students physically qualified are afforded an opportunity to try out for the different teams, provided their studies are not neglected as a consequence." Managers elected from the student body and under the supervision of the Director of Athletics arranged sehedules for the different sports. In 1911 the girls basketball teams won the local championship; the boys basketball team, with a schedule of ten games, made a good showing; the baseball team was very successful; and a track and field team competed for the first time in the interscholastic meet at Lexington.

During 1912-13 Eastern's sports were under the able direction of Mr. Charles A. Keith, who created added interest in all sports. Eastern's fine baseball tradition had its beginning at that time. Even though baseball has been dropped from time to time by sister institutions, Eastern has always persisted in sponsoring baseball. Her all-time record will compare well with any other college in the State.

Mr. Ben H. Barnard was in charge of athletics from 1913 to 1917. Eastern teams held their own and were highly respected by their opponents in the State during this period.

Aside from these fine records, Eastern, being a school for the training of teachers, has never given as much emphasis to intercollegiate athletics as some of the liberal arts colleges have. The faculty has always controlled the sports program under the direction of an athletic committee, whose duties were defined in the *Eastern Kentucky Review* for 1917 (Vol. XI, No. 4):

> 1. The Committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over arrangements for such games, exhibitions, and contests within the school or with other schools and associations.
>
> 2. It shall decide what candidates are eligible for membership on teams or for admission to athletic games, exhibitions, and contests, and it shall exclude from competition those whom it finds below the standard in their studies—as fixed by the faculty rule—or ineligible for any other cause.

In 1917, due to rather unusual emergencies caused by the World War, the athletic policy was changed to meet the new conditions. The *Review* for 1917 (Vol. XI, No. 4), states:

> Because of the unusual present conditions, the policy heretofore pursued regarding athletics for men may prove to be inappropriate or inadvisible. As it is the aim of the school to adhere strictly to catalog announcements, we shall go no further than to say that on the opening of the fall term of 1917-18 such athletic activities will be organized as will provide adequately for the recreational needs of the men of the school and will contribute most directly to their professional training. The wishes of the men students themselves will be considered as far as it is at all practicable to do so in the determination of the form of athletics to be pursued.

During the period 1917-20 Mr. Charles F. Miller and Mr. Clyde F. McCoy directed the destinies of Eastern's athletic teams. Mr. George Hembree took over the coaching of all athletics for men and women in the fall of 1920.

Eastern was prevented from joining the collegiate athletic associations because the standing of normal schools among colleges at that time (1920) was not recognized. In 1921, however, efforts were made to organize an Eastern Kentucky Athletic Association. A constitution and by-laws were drawn up to govern this association and, in 1922, Eastern took steps to qualify for membership in it by establishing, as a basis for participation

in intercollegiate or intramural athletics, a system of rules based on those of the Eastern Kentucky Athletic Association. As chairman of the Committee on Athletics, Professor A. B. Carter helped to write the constitution for the inter-collegiate association and the rules governing Eastern's participation in athletics. The organization of the Eastern Kentucky Athletic Association was an important step in the raising of standards of inter-collegiate athletics, and Eastern operated under it until her entry into larger and older associations.

Eastern has had in all sports some athletic teams that were successful in wining a large percentage of their games. In the season 1924-25 the girls basketball team won ten out of thirteen games played and the baseball team won seven out of ten games. In 1927, the football team had its best season.

Eastern qualified for membership in the Southern Intercollegiate Athletic Association in 1928. The move, while an important step in the development of athletics, worked a real hardship on the school's athletic teams. Before this time freshmen and even students in the normal school (secondary in rank) were permitted to play on the varsity teams. Much of the best material was often drawn from the former group. But in the S. I. A. A. all of this was changed and the material for the building of good athletic teams was restricted.

While Eastern's football teams have not had brilliant records in the past, there has been a steady improvement in the caliber of ball played under the able coaching of Mr. George Hembree, assisted by Mr. Gumbert, until 1929-30, and of Mr. Chas. T. Hughes, assisted in turn by Mr. Frank Phipps, Mr. Alfred Portwood, and Mr. Tom Samuels, from 1929 to 1935. Eastern basketball teams, for the most part, have won a large percentage of their games. On two occasions in recent years these teams have held the best records in the Kentucky Intercollegiate Athletic Conference. In 1929-30, 1930-31, 1931-32, 1932-33 the varsity team made a sufficiently good record to be invited to participate in the annual S. I. A. A. tournament at Jackson, Mississippi. In 1931-32 the Eastern basketball team was a runner-up in the Kentucky intercollegiate tournament at Winchester, Ky., and in 1936 Eastern played in the final game

for the state championship, being defeated by the Western Kentucky State Teachers College.

Eastern's freshman teams, organized for the first time in 1928, have fared well, and in football have won more than three-fourths of the games played. In 1931, under Coach Alfred Portwood, the freshman football team won every game and claimed the state championship.

Freshman basketball teams were even more successful. During the season of 1928-29, under Coach Thos. E. McDonough, the freshman team won seventeen out of nineteen games played. Since that time under Mr. George Gumbert and Mr. Alfred Portwood the freshman basketball teams have continued to be comparable to the best in the State. This period also saw the enrichment of the program by including tennis, track, golf, and swimming in the varsity sports program. Eastern's golf team did not lose a match in 1935 and consequently claimed the state championship. Swimming has flourished more as a recreational and intramural sport due to the lack of swimming facilities in our conference schools.

Eastern has benefited much from membership in the S. I. A. A. and the program has been toward a more wholesome type of athletics. The greater emphasis, even from 1921 to 1935, was not on varsity athletics but on a wider student participation. In 1922, with the completion of the new gymnasium, later dubbed the "barn", because of the architecture of the wooden structure, better opportunity was afforded for a broader program. In 1930 and 1931 the Stateland Athletic Field, a natural bowl containing a gridiron and cinder track, was completed. The completion of the Weaver Health Building was the next achievement.

Ground was broken in the fall of 1935 for the building of a combination stadium and field house. This plant, modern in all respects, will seat 4,000 spectators and contains locker rooms, first aid room, offices, equipment room, laboratories, study room, and dormitory. The building will be ready for occupancy in the fall of 1936. With these splendid facilities Eastern is approaching the ideal of universal, voluntary participation in athletics. The ultimate aim of the athletic program of Eastern, therefore, is not only to afford recreational and healthful activi-

ties to the students but also to send out teachers and coaches well equipped to develop a play spirit, which is the rightful heritage of the boys and girls of the Commonwealth.

In 1935 to further augment the program of Physical Education greater emphasis than ever before was placed on the varsity athletic program. Mr. Rome Rankin, assisted by Mr. Tom Samuels, was placed in charge of football, basketball, and track, and with the support of the faculty and administration, has undertaken to place Eastern's athletic teams on a par with her natural competitors.

Eastern's scholastic standing is above reproach. She is working toward the highest standard of achievement in athletics and in endeavoring, through ethical methods, to place teams in the field which will be a credit to the institution. The college, in her desire to win a fair proportion of her games, has not and will not forget that athletics are not ends in themselves. On the other hand, it will ever keep in mind that good sportsmanship, health and wholesome recreation are the desired objectives in a well administered program of athletic activities.

Eastern had contributed many outstanding figures not only to the coaching profession but to professional baseball as well. The following men and many other graduates have been successful coaches: Earle Jones, Talton Stone, Marshall Hurst, E. C. Word, Beckham Combs, Jesse Moberly, Fred Dial, Allington Crace, Robert Guy, Bill Melton, Ben Adams, Zelda Hale, Herman Hale, Lawrence Hale, Little Hale, T. C. McDaniels, Jr., Ben Hord, Clifton Dowell, Wilfred Gaines, Robert Davis, Virgil Fryman, Henry Hacker, Charles Hart, Alton Smith, Herbert Tudor, Clark Chestnut, Talmadge DeWitt, C. B. Ellison, Alfred Cox, James Allen, Charles Allphin, Ernest Young, and Clarence Sutter.

Eastern's baseball teams have contributed some outstanding men to professional baseball. Earle Combs, of the New York Yankees; Clyde Hatter, of the Louisville Colonels, Detroit Tigers, and Milwaukee Brewers; Node Ballou, of the Chattanooga Lookouts, Washington Senators, Brooklyn Dodgers and San Francisco Seals, have made notable records in their chosen fields. Jack Rader played in the Western League and Henry Phillips has been the property of the Cincinnati Reds and Brook-

lyn Dodgers. Eastern at present has two or three other prospects now in college who are looking forward to a professional baseball career. Charles Bryant, a pitcher, is the most promising prospect.

Honors have been bestowed upon Eastern's basketball and football men. Zelda Hale was named a guard on the all S. I. A. A. team at Jackson, Mississippi, in 1932. Richard Greenwell, captain of the 1935 football team, has deserved honorable mention on all state teams in 1933 and 1934 and was selected on the Louisville *Courier-Journal's* all state team in 1935. John Killen, a sophomore, was selected on the all state United Press team for 1935 and, with Bud Limb, warranted honorable mention on the Little All American Team selected by the Associated Press in 1935. Roy Pille, a senior health and physical education major and a stellar football player and track man, has been selected by the Olympic Tour Committee to be the guest of the German Olympic Committee during the 1936 games in Berlin. Mr. Pille was selected as one of twenty-seven men from colleges and universities in the United States to attend the "International Sports Congress", which will be sponsored by the German Government. He will attend.

Eastern is proud of the achievements of her athletes and hopes to build an athletic reputation which will be respected by all colleges in the State.

# CHAPTER XII

## THE GROWTH, TRAINING, AND TENURE OF THE FACULTY

By William J. Moore

In this chapter are presented certain facts regarding the men and women who have served Eastern as teachers during the three decades of her existence. An attempt has been made to include all. Owing to somewhat incomplete and inadequate records, it is doubtful if this has been fully accomplished.

The first Board of Regents of Eastern was named on May 9, 1906. Quite naturally, one of the first problems confronting the new board was the selection of a faculty for the new school. In the minutes of its first meeting held on June 2, 1906, are found the following:

> J. W. Cammack was appointed a Committee to ascertain whether Prof. E. C. McDougle of Henderson, Tennessee, was subject to employment as a member of the faculty of the Richmond State Normal School.
>
> The Presidency of the Eastern State Normal School was tendered to Doctor R. N. Roark.
>
> P. W. Grinstead was appointed a Committee to ascertain whether Miss Lelia Patridge of Laurel Springs, N. J., was subject to employment as a member of the faculty of the Richmond State Normal School.

The minutes of the meeting of November 8, 1906, state that J. A. Sharon, Dr. Virginia E. Spencer, Professor W. J. Grinstead, Miss Henrietta Ralston, Miss Lena G. Roling, Miss Wesa Moore, and Professor E. H. Crawford were elected members of the faculty of the Eastern State Normal School.

The Model School opened September 7, 1906, and the Normal School opened January 15, 1907. From records available it seems reasonably certain that the teachers given in TABLE 1 were employed at Eastern during the school year of 1906-1907.

TABLE 1. FACULTY EMPLOYED IN THE EASTERN KENTUCKY NORMAL SCHOOL FOR THE SCHOOL YEAR 1906–1907

| Name of Faculty Member | Degrees Held | Position Held |
|---|---|---|
| Barter, Ada | A. B. | Librarian |
| Boothe, I. H. | | Penhanship<br>Lettering |
| Cassidy, Elizabeth | B. S., A. B. | American History<br>Sociology |
| Crawford, E. H. | A. M. | Director of Training School |
| Greenwood, Daisy | | English and Foresnsics<br>Model School |
| Grinstead, W. J. | A. B. | Latin and French |
| Johnson, J. R. | B. M. E. | Mathematics |
| Lander, Alice | | Model School |
| McClelland, Margaret | | Latin |
| McDougle, E. C. | B. S., A. B., A. M., C. E. | Business Director<br>Natural Sciences |
| Moore, Wesa | | Model School |
| Ralston, Henrietta | | Drawing and Art |
| Roark, R. N. | A. B., A. M. | President<br>Psychology and Pedagogy |
| Roling, Lena G. | | Primary Methods<br>Model School |
| Sharon, J. A. | B. Ped. | Mathematics<br>Review Course |
| Spencer, Virginia E. | A. B., M. A., Ph. D. | Dean of Women<br>German and History |
| Taylor, L. N. | B. S. | Review Branches |
| Taylor, N. V. | B. S. | Nature Study<br>Science |
| Traynor, Mary | | Music |

President Roark had received his Bachelor of Arts degree from the National Normal University of Lebanon, Ohio. Available records fail to show where he received his Masters degree. At the time of his election to the presidency of Eastern he was a fellow in Clark University, Worcester, Massachusetts, where he was working for the Doctor of Philosophy degree. Records fail to show that he ever finished the requirements for it. In speaking of Dr. Roark in the Biennial Report of the Superintendent

of Public Instruction, Dr. Crabbe pays the following tribute to one of the greatest educators Kentucky has ever known:

> On April 14, 1909, the great teacher, big-hearted, big-brained, sympathetic, the organizer and promoter, the loved President of Eastern Kentucky State Normal School, died—called away from his monumental labors at Richmond to higher duties. For the press I wrote this:
>
> TRIBUTE TO DR. ROARK
>
> Dr. Roark is dead. The news will be heard in every home in Kentucky with profound sorrow. A great and good man is gone. He was beloved by all who knew him. By all odds he has been the greatest educational figure in the state for years and has been well-known throughout the United States as institute instructor, lecturer, and author. Among school men in Kentucky he was in a class by himself.
>
> He was a clean man, a gentleman, and his was a royal heart. But he was supreme as a teacher, and hundreds of men and women throughout the breadth and length of the Commonwealth have journeyed to Lexington and Richmond, merely to sit at his feet to drink in words of wisdom. Many a home in his native state mourns tonight because the beloved teacher and helpful friend is no more. He was my friend, and I weep with the wife and children and countless friends who loved him. The death of Dr. Roark is a great misfortune to the schools; we could ill have spared his inspiration, his counsel, his indomitable courage, and his clear vision.

Mr. Sharon, Mr. Grinstead, Miss Cassidy, Mr. L. N. Taylor, and Mr. Johnson had received degrees from the University of Kentucky. Miss Spencer had received her Bachelors and Masters degrees from the University of Kansas and her Doctors degree from the University of Zurich. Mr. Crawford had been educated at Baptist College, Bardstown, Kentucky. Miss Cassidy had also been educated at Cornell, and apparently had taken a Bachelor of Arts degree from that institution, in addition to the Bachelor of Science degree taken from the University of Kentucky. Mr. N. V. Taylor had received his degree from Cornell University. Professor McDougle had been educated at the National Normal University and the Southern Normal University. Both he and Professor Grinstead remained with the institution for several years and did much in shaping the destinies and policies of the institution. Each continued his education and received the Doctor of Philosophy degree. Dr. McDougle was Dean of the school for a number of years. Miss Barter received her degree from the University of Illinois. Eight members of the first faculty held no degrees.

## THE SIZE OF THE TEACHING STAFF

In TABLE 2 are presented data showing the size of the teaching staff of the Eastern Kentucky State Teachers College[1] from the school year 1906-1907 to the school year 1935-1936, inclusive. The President and the Dean have been considered as being a part of the teaching staff. GRAPH 1 presents the same information.

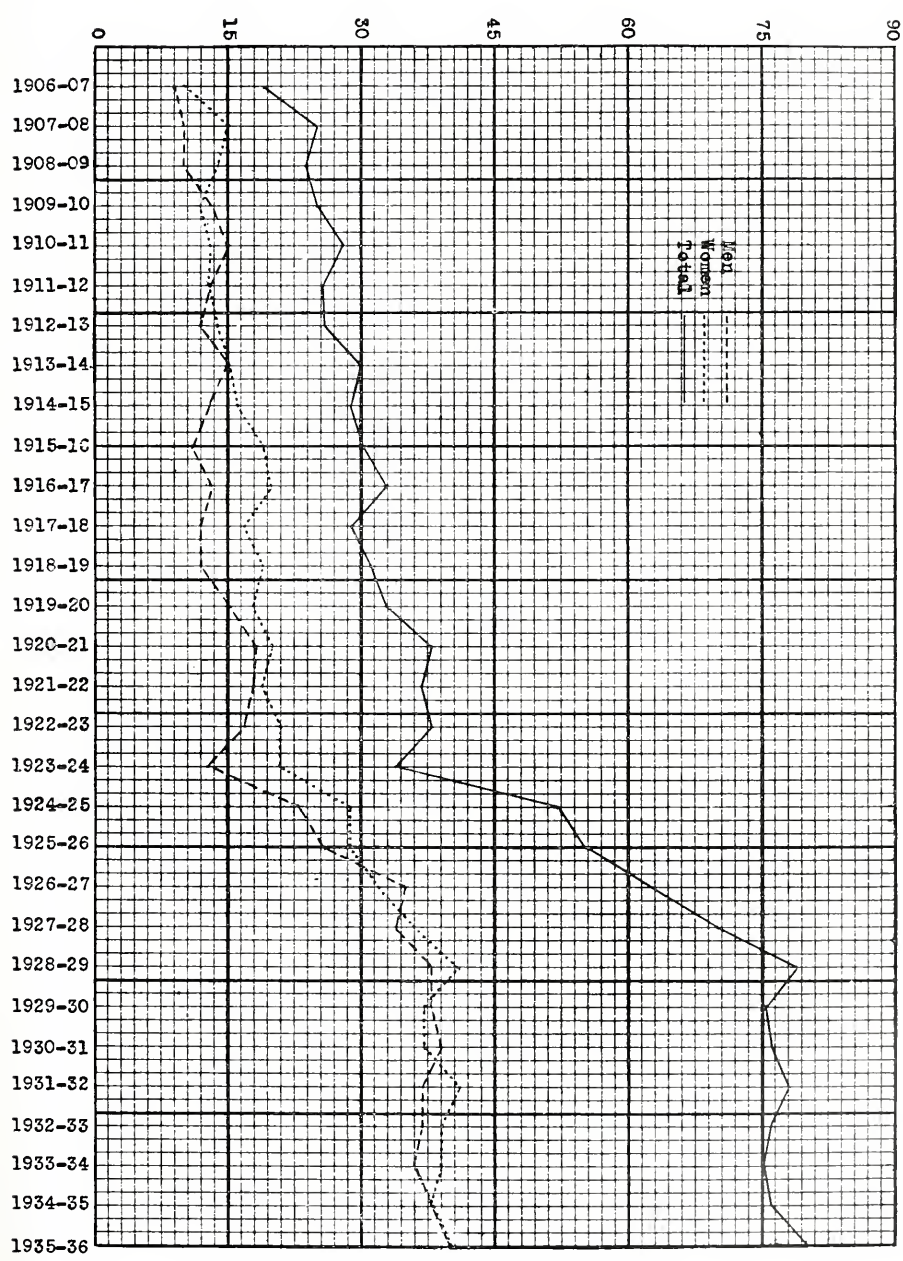
TABLE 2. THE SIZE OF THE TEACHING STAFF AT THE EASTERN KENTUCKY STATE TEACHERS COLLEGE FROM THE SCHOOL YEAR 1906-07 TO THE SCHOOL YEAR 1935-36, INCLUSIVE.

| Second Year | Men | Women | Total |
|---|---|---|---|
| 1906–07 | 9 | 10 | 19 |
| 1907–08 | 10 | 15 | 25 |
| 1908–09 | 10 | 14 | 24 |
| 1909–10 | 13 | 12 | 25 |
| 1910–11 | 15 | 13 | 28 |
| 1911–12 | 13 | 13 | 26 |
| 1912–13 | 12 | 14 | 26 |
| 1913–14 | 15 | 15 | 30 |
| 1914–15 | 13 | 16 | 29 |
| 1915–16 | 11 | 19 | 30 |
| 1916–17 | 13 | 20 | 33 |
| 1917–18 | 12 | 17 | 29 |
| 1918–19 | 12 | 19 | 31 |
| 1919–20 | 15 | 18 | 33 |
| 1920–21 | 18 | 20 | 38 |
| 1921–22 | 18 | 19 | 37 |
| 1922–23 | 17 | 21 | 38 |
| 1923–24 | 13 | 21 | 34 |
| 1924–25 | 23 | 29 | 52 |
| 1925–26 | 26 | 29 | 55 |
| 1926–27 | 35 | 32 | 67 |
| 1927–28 | 34 | 36 | 70 |
| 1928–29 | 38 | 41 | 79 |
| 1929–30 | 38 | 37 | 75 |
| 1930–31 | 39 | 37 | 76 |
| 1931–32 | 37 | 41 | 78 |
| 1932–33 | 37 | 39 | 76 |
| 1933–34 | 36 | 39 | 75 |
| 1934–35 | 38 | 38 | 76 |
| 1935–36 | 40 | 40 | 80 |

[1] Hereafter the institution will be referred to in this chapter as the Eastern Kentucky State Teachers College. In its early days the official name was The Eastern Kentucky State Normal School. Later, it was the Eastern Kentucky State Teachers College and Normal School, and still later, the name first mentioned above.

GRAPH I

The Size of the Teaching Staff at the Eastern Kentucky State Teachers College from the School Year 1906-07 to the School Year 1935-36 Inclusive



## ACADEMIC TRAINING

TABLE 3 shows that academic training of Eastern teachers, as expressed in degrees held, from the organization of the school to the present time. An examination of the table will reveal that there has been a steady improvement in the qualifications of teachers, judged by this standard. The number holding no degrees, or degrees of lower rank, has tended to decrease, while the number holding degrees, or degrees of higher rank, has tended to increase. Another conclusion is warranted. Men teachers have, as a rule, tended to be better prepared, if higher degrees can be taken as a criterion, than women teachers. This tendency is quite perceptible in the early years, but seems to be less so in later years. This can be explained, to a degree, perhaps, on the ground that most of the training school teachers have been women, and, not until recently, has there been any great effort to secure teachers with degrees or degrees of higher rank in the training school. These tendencies are more readily observed by reference to TABLE 4, which gives the training, as expressed in terms of percentages. In the early years, a large per cent of all teachers held no degree and only a small per cent of all teachers held the Masters and Doctors degree. An examination of the table will reveal that during the first year of the school's existence, 47.3 per cent of all teachers held no degree and 31.5 per cent of all teachers held the Bachelors degree, while only 15.7 per cent of all teachers held the Masters degree and 5.2 per cent held the Doctors degree. In sharp contrast with this situation, is that for the year 1935-36. In that year only 2.5 per cent of all teachers held no degree and only 12.5 per cent held the Bachelors degree. More than two-thirds of all teachers, 67.5 per cent, held the Masters degree and 17.5 per cent held the Doctorate. As late as a decade ago, those holding no degrees plus those holding only the Bachelors degree constituted more than fifty per cent of the entire faculty. In recent years, those holding the Masters degree plus those holding the Doctors degree have constituted considerable more than fifty per cent of the entire faculty.

TABLE 3. THE ACADEMIC TRAINING, AS EXPRESSED IN DEGREES HELD, OF THE MEMBERS OF THE TEACHING STAFF OF THE EASTERN KENTUCKY STATE TEACHERS COLLEGE FROM THE SCHOOL YEAR 1906-07 TO 1935-36, INCLUSIVE

| School Year | Number Holding Each Degree | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No Degree and Degrees Below Bachelors | | | Bachelors or Equivalent | | | Masters | | | Doctor of Philosophy | | |
| | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| 1906–07 | 2 | 7 | 9 | 4 | 2 | 6 | 3 | 0 | 3 | 0 | 1 | 1 |
| 1907–08 | 3 | 10 | 13 | 4 | 2 | 6 | 3 | 1 | 4 | 0 | 2 | 2 |
| 1908–09 | 2 | 7 | 9 | 6 | 6 | 12 | 2 | 0 | 2 | 0 | 1 | 1 |
| 1909–10 | 3 | 8 | 11 | 7 | 4 | 11 | 2 | 0 | 2 | 1 | 0 | 1 |
| 1910–11 | 2 | 9 | 11 | 10 | 4 | 14 | 2 | 0 | 2 | 1 | 0 | 1 |
| 1911–12 | 3 | 8 | 11 | 7 | 5 | 12 | 3 | 0 | 3 | 0 | 0 | 0 |
| 1912–13 | 2 | 10 | 12 | 5 | 4 | 9 | 5 | 0 | 5 | 0 | 0 | 0 |
| 1913–14 | 2 | 11 | 13 | 8 | 4 | 12 | 5 | 0 | 5 | 0 | 0 | 0 |
| 1914–15 | 2 | 10 | 12 | 6 | 6 | 12 | 5 | 0 | 5 | 0 | 0 | 0 |
| 1915–16 | 2 | 12 | 14 | 6 | 5 | 11 | 2 | 2 | 4 | 1 | 0 | 1 |
| 1916–17 | 2 | 15 | 17 | 7 | 5 | 12 | 3 | 0 | 3 | 1 | 0 | 1 |
| 1917–18 | 2 | 13 | 15 | 3 | 4 | 7 | 4 | 0 | 4 | 3 | 0 | 3 |
| 1918–19 | 2 | 15 | 17 | 3 | 4 | 7 | 4 | 0 | 4 | 3 | 0 | 3 |
| 1919–20 | 3 | 14 | 17 | 5 | 4 | 9 | 4 | 0 | 4 | 3 | 0 | 3 |
| 1920–21 | 3 | 16 | 19 | 8 | 4 | 12 | 4 | 0 | 4 | 3 | 0 | 3 |
| 1921–22 | 3 | 17 | 20 | 7 | 2 | 9 | 7 | 0 | 7 | 1 | 0 | 1 |
| 1922–23 | 2 | 17 | 19 | 8 | 4 | 12 | 6 | 0 | 6 | 1 | 0 | 1 |
| 1923–24 | 3 | 14 | 17 | 5 | 6 | 11 | 4 | 1 | 5 | 1 | 0 | 1 |
| 1924–25 | 3 | 15 | 18 | 12 | 12 | 24 | 6 | 2 | 8 | 2 | 0 | 2 |
| 1925–26 | 2 | 15 | 17 | 12 | 12 | 24 | 10 | 2 | 12 | 2 | 0 | 2 |
| 1926–27 | 2 | 11 | 13 | 16 | 18 | 34 | 14 | 3 | 17 | 3 | 0 | 3 |
| 1927–28 | 3 | 13 | 16 | 15 | 18 | 33 | 14 | 5 | 19 | 2 | 0 | 2 |
| 1928–29 | 2 | 9 | 11 | 13 | 16 | 29 | 17 | 16 | 33 | 6 | 0 | 6 |
| 1930–30 | 1 | 8 | 9 | 12 | 12 | 24 | 18 | 16 | 34 | 7 | 1 | 8 |
| 1930–31 | 0 | 4 | 4 | 11 | 12 | 23 | 19 | 20 | 39 | 9 | 1 | 10 |
| 1931–32 | 0 | 4 | 4 | 10 | 9 | 19 | 18 | 26 | 44 | 9 | 2 | 11 |
| 1932–33 | 0 | 2 | 2 | 8 | 7 | 15 | 17 | 28 | 45 | 12 | 2 | 14 |
| 1933–34 | 0 | 2 | 2 | 8 | 7 | 15 | 17 | 28 | 45 | 11 | 2 | 13 |
| 1934–35 | 0 | 2 | 2 | 6 | 5 | 11 | 20 | 29 | 49 | 12 | 2 | 14 |
| 1935–36 | 0 | 2 | 2 | 5 | 5 | 10 | 23 | 31 | 54 | 12 | 2 | 14 |

TABLE 4. THE ACADEMIC TRAINING, AS EXPRESSED IN PERCENTAGES, OF THE TEACHING STAFF OF EASTERN KENTUCKY STATE TEACHERS COLLEGE FROM THE SCHOOL YEAR 1906-07 TO 1935-36, INCLUSIVE

| School Year | Per Cent Holding Each Degree | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No Degree and Degrees Below Bachelors | | | Bachelors or Equivalent | | | Masters | | | Doctors | | |
| | Men | Women | Men and Women | Men | Women | Men and Women | Men | Women | Men and Women | Men | Women | Men and Women |
| 1906–07 | 22.2 | 70.0 | 47.3 | 44.4 | 20.0 | 31.5 | 33.3 | 0.0 | 15.7 | 0.0 | 10.0 | 5.2 |
| 1907–08 | 30.0 | 66.6 | 52.0 | 40.0 | 13.3 | 24.0 | 30.0 | 6.7 | 16.0 | 0.0 | 13.3 | 8.0 |
| 1908–09 | 20.0 | 50.0 | 37.5 | 60.0 | 42.8 | 50.0 | 20.0 | 0.0 | 8.3 | 0.0 | 7.1 | 4.1 |
| 1909–10 | 23.0 | 66.6 | 44.0 | 53.8 | 33.3 | 44.0 | 15.3 | 0.0 | 8.0 | 7.6 | 0.0 | 4.0 |
| 1910–11 | 13.3 | 69.2 | 39.2 | 66.6 | 30.7 | 50.0 | 13.3 | 0.0 | 7.1 | 6.6 | 0.0 | 3.5 |
| 1911–12 | 23.0 | 61.5 | 42.3 | 53.8 | 38.4 | 46.1 | 23.0 | 0.0 | 11.5 | 0.0 | 0.0 | 0.0 |
| 1912–13 | 16.6 | 71.4 | 46.1 | 41.6 | 28.5 | 34.6 | 41.6 | 0.0 | 19.2 | 0.0 | 0.0 | 0.0 |
| 1913–14 | 13.3 | 73.3 | 42.3 | 53.3 | 26.6 | 40.0 | 33.3 | 0.0 | 16.6 | 0.0 | 0.0 | 0.0 |
| 1914–15 | 15.3 | 62.5 | 41.3 | 46.1 | 37.5 | 41.3 | 38.4 | 0.0 | 17.2 | 0.0 | 0.0 | 0.0 |
| 1915–16 | 18.1 | 63.1 | 46.6 | 54.5 | 26.3 | 36.6 | 18.1 | 10.5 | 13.3 | 9.0 | 0.0 | 3.3 |
| 1916–17 | 15.3 | 75.0 | 51.5 | 53.8 | 25.0 | 36.3 | 23.0 | 0.0 | 9.0 | 7.6 | 0.0 | 3.0 |
| 1917–18 | 16.6 | 76.4 | 51.7 | 25.0 | 23.5 | 24.1 | 33.3 | 0.0 | 13.7 | 25.0 | 0.0 | 10.3 |
| 1918–19 | 16.6 | 79.4 | 54.8 | 25.0 | 21.0 | 22.5 | 33.3 | 0.0 | 12.9 | 25.0 | 0.0 | 9.6 |
| 1919–20 | 20.0 | 77.7 | 51.5 | 33.3 | 22.2 | 27.2 | 26.6 | 0.0 | 12.1 | 20.0 | 0.0 | 9.0 |
| 1920–21 | 16.6 | 80.0 | 50.0 | 44.4 | 20.0 | 31.5 | 22.2 | 0.0 | 10.5 | 16.6 | 0.0 | 7.8 |
| 1921–22 | 16.6 | 89.4 | 54.0 | 38.3 | 10.5 | 24.3 | 38.3 | 0.0 | 18.9 | 5.5 | 0.0 | 2.7 |
| 1922–23 | 11.8 | 80.9 | 50.0 | 47.0 | 19.0 | 31.5 | 35.2 | 0.0 | 15.7 | 5.8 | 0.0 | 2.6 |
| 1923–24 | 23.0 | 66.6 | 50.0 | 38.4 | 28.5 | 32.3 | 30.7 | 4.7 | 14.7 | 7.6 | 0.0 | 2.9 |
| 1924–25 | 13.0 | 51.7 | 34.6 | 52.1 | 41.3 | 46.1 | 26.0 | 6.8 | 15.3 | 8.6 | 0.0 | 3.8 |
| 1925–26 | 7.6 | 51.7 | 30.9 | 46.1 | 41.3 | 43.6 | 38.4 | 6.8 | 21.8 | 7.6 | 0.0 | 3.6 |
| 1926–27 | 5.7 | 34.3 | 19.4 | 45.7 | 56.2 | 50.7 | 40.0 | 9.3 | 25.3 | 8.5 | 0.0 | 4.4 |
| 1927–28 | 8.8 | 36.1 | 22.8 | 44.1 | 50.0 | 47.1 | 36.8 | 13.8 | 27.1 | 5.2 | 0.0 | 2.8 |
| 1928–29 | 5.2 | 21.9 | 13.9 | 34.2 | 39.0 | 36.7 | 44.7 | 39.0 | 41.7 | 15.7 | 0.0 | 7.5 |
| 1929–30 | 2.6 | 22.6 | 12.0 | 31.5 | 32.4 | 32.0 | 47.3 | 43.2 | 45.3 | 18.4 | 2.7 | 10.6 |
| 1930–31 | .0 | 11.3 | 5.2 | 28.2 | 32.4 | 30.2 | 48.7 | 54.0 | 51.3 | 23.0 | 2.7 | 13.1 |
| 1931–32 | .0 | 9.7 | 5.1 | 27.0 | 21.9 | 24.3 | 48.6 | 63.4 | 56.4 | 24.3 | 4.8 | 14.1 |
| 1932–33 | .0 | 5.1 | 2.6 | 21.6 | 17.9 | 19.7 | 45.9 | 71.7 | 59.2 | 32.4 | 5.1 | 18.4 |
| 1933–34 | .0 | 5.1 | 2.6 | 22.2 | 17.9 | 20.0 | 47.2 | 71.7 | 60.0 | 30.5 | 5.1 | 17.3 |
| 1934–35 | .0 | 5.2 | 2.6 | 15.7 | 13.1 | 14.4 | 52.6 | 76.3 | 64.4 | 31.5 | 5.2 | 18.4 |
| 1935–36 | .0 | 5.0 | 2.5 | 12.5 | 12.5 | 12.5 | 56.0 | 77.5 | 67.5 | 30.0 | 5.0 | 17.5 |

### Average Years of Academic Training

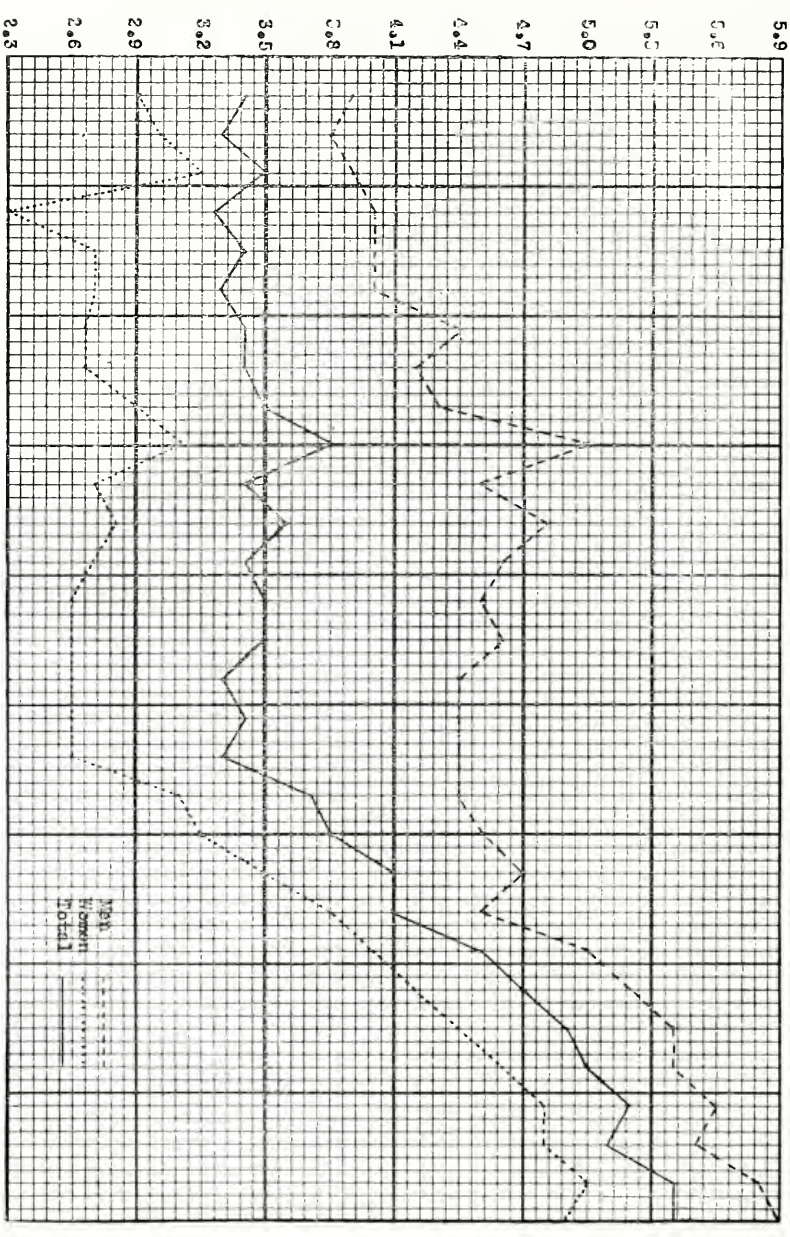
As another method of showing the improvement in academic training, the average annual academic preparation, above secondary level, is used. It is to be understood, of course, that it has been impossible to get exact and complete information regarding training in every case. However, it is likely that the data are sufficiently complete and reliable to justify use for this purpose. Such training is shown in TABLE 5 and GRAPH II.

TABLE 5. THE ACADEMIC TRAINING, AS EXPRESSED IN AVERAGE YEARS OF ACADEMIC PREPARATION, OF THE MEMBERS OF THE TEACHING STAFF OF THE EASTERN KENTUCKY STATE TEACHERS COLLEGE, FROM THE SCHOOL YEAR 1906-07 TO THE SCHOOL YEAR 1935-36, INCLUSIVE.

| School Year | Average Years of Academic Training Above Secondary Level | | |
|---|---|---|---|
| | Men | Women | Total |
| 1906–07 | 3.9 | 2.9 | 3.4 |
| 1907–08 | 3.8 | 3.0 | 3.3 |
| 1908–09 | 3.9 | 3.2 | 3.5 |
| 1909–10 | 4.0 | 2.3 | 3.2 |
| 1910–11 | 4.0 | 2.7 | 3.4 |
| 1911–12 | 4.0 | 2.7 | 3.3 |
| 1912–13 | 4.4 | 2.6 | 3.4 |
| 1913–14 | 4.2 | 2.6 | 3.4 |
| 1914–15 | 4.3 | 2.9 | 3.5 |
| 1915–16 | 5.0 | 3.1 | 3.8 |
| 1916–17 | 4.5 | 2.7 | 3.4 |
| 1917–18 | 4.8 | 2.8 | 3.6 |
| 1918–19 | 4.6 | 2.7 | 3.4 |
| 1919–20 | 4.5 | 2.6 | 3.5 |
| 1920–21 | 4.6 | 2.6 | 3.5 |
| 1921–22 | 4.4 | 2.3 | 3.3 |
| 1922–23 | 4.4 | 2.6 | 3.4 |
| 1923–24 | 4.4 | 2.6 | 3.3 |
| 1924–25 | 4.4 | 3.1 | 3.7 |
| 1925–26 | 4.5 | 3.2 | 3.8 |
| 1926–27 | 4.7 | 3.5 | 4.1 |
| 1927–28 | 4.5 | 3.8 | 4.1 |
| 1928–29 | 5.0 | 4.0 | 4.5 |
| 1929–30 | 5.2 | 4.2 | 4.7 |
| 1930–31 | 5.4 | 4.4 | 4.9 |
| 1931–32 | 5.4 | 4.6 | 5.0 |
| 1932–33 | 5.6 | 4.8 | 5.2 |
| 1933–34 | 5.5 | 4.8 | 5.1 |
| 1934–35 | 5.8 | 5.0 | 5.4 |
| 1935–36 | 5.9 | 4.9 | 5.4 |

GRAPH II

The Academic Training of the Teaching Staff of the Eastern Kentucky State Teachers College as Expressed in Average Years of Academic Preparation From the School Year 1906-07 to the School Year 1935-36.



## Where Faculty Members of Eastern, Past and Present, Received Their Degrees

### *Bachelors Degrees*

TABLE 6 gives a list of the institutions where Eastern faculty members received their Bachelors degrees. It should be borne in mind that complete data were not obtainable for this table and those which follow. An examination of TABLE 6 will reveal that three institutions, the University of Kentucky, George Peabody College for Teachers, and the Eastern Kentucky State Teachers College are the Alma Maters of a large number of Eastern faculty members. Six Eastern teachers have received Bachelors degrees from Ohio Wesleyan University and four from Columbia University. With these exceptions, there seems to be no pronounced tendency with respect to institutions where Eastern teachers received their Bachelors degrees.

TABLE 6. WHERE FACULTY MEMBERS OF EASERN, PAST AND PRESENT, RECEIVED THEIR BACHELORS DEGREES

| Institutions | Number of Staff Members of Eastern Receiving Bachelors Degree |
|---|---|
| University of Kentucky | 43 |
| Peabody College | 26 |
| Eastern State Teachers College | 10 |
| Ohio Wesleyan | 6 |
| Columbia University | 4 |
| University of Illinois | 3 |
| Georgetown College | 3 |
| University of Michigan | 3 |
| Indiana University | 3 |
| National Normal University | 3 |
| Randolph Macon College | 2 |
| Bradley Polytechnical Institute | 2 |
| Ohio Northern | 2 |
| University of Chicago | 2 |
| Oberlin College | 2 |
| University of Wisconsin | 2 |
| Cornell University | 2 |
| East Indiana State Normal | 1 |
| University of Nebraska | 1 |
| Southern Normal School | 1 |
| Bethany College | 1 |
| West Virginia University | 1 |
| Baptist College | 1 |
| Kansas State Teachers College | 1 |
| Episcopal Seminary | 1 |
| Duke University | 1 |
| George Washington University | 1 |
| Western State Teachers College | 1 |

TABLE 6 (Continued). WHERE FACULTY MEMBERS OF EASTERN, PAST AND PRESENT, RECEIVED THEIR BACHELORS DEGREES

| Institutions | Number of Staff Members of Eastern Receiving Bachelors Degrees |
|---|---|
| Wesleyan College | 1 |
| Denison University | 1 |
| Knox College | 1 |
| Illinois College | 1 |
| East Texas State Teachers College | 1 |
| Oxford University, England | 1 |
| Simmons University | 1 |
| Hiram College | 1 |
| Tri State College | 1 |
| Carleton College | 1 |
| State Teachers College, Farmville, Virginia | 1 |
| Pratt Institute | 1 |
| Highland Park College | 1 |
| Dartmouth College | 1 |
| Valparaiso, Alabama | 1 |
| Transylvania University | 1 |
| Frankiin College | 1 |
| Southwestern, Virginia | 1 |
| University of Louisville | 1 |
| Northwestern University | 1 |
| Washington and Lee | 1 |
| Baldwin College | 1 |
| Jamestown College | 1 |
| Berea | 1 |
| Hope College | 1 |
| Vanderbilt University | 1 |
| Battleground Academy | 1 |
| Waynesburg College | 1 |
| Iowa State College | 1 |
| University of Buffalo | 1 |
| Colorado University | 1 |
| University of Kansas | 1 |
| Central University | 1 |
| Cedarville College | 1 |
| James Millikan College | 1 |
| Centre College | 1 |
| Morning Side College | 1 |
| Merryville College | 1 |
| Union College | 1 |
| Miami University | 1 |
| Olivet College | 1 |

*Masters Degrees*

TABLE 7 shows where staff members of Eastern, past and present, received their Masters degrees. As can be seen from the table, Columbia University, George Peabody College for Teachers, and the University of Kentucky have provided the majority of Masters degrees for Eastern faculty members.

TABLE 7. WHERE EASTERN TEACHERS, PAST AND PRESENT, HAVE RECEIVED MASTERS DEGREES

| Institutions | Number Receiving Masters Degrees |
|---|---|
| Columbia University | 27 |
| Peabody College | 27 |
| University of Kentucky | 18 |
| University of Illinois | 3 |
| Ohio State | 3 |
| University of Wisconsin | 3 |
| Cornell University | 2 |
| Princeton | 2 |
| University of Michigan | 2 |
| Bethany College | 1 |
| Southern Normal School | 1 |
| Ohio Wesleyan | 1 |
| Kansas State Teachers College | 1 |
| Duke University | 1 |
| Colorado State Teachers College | 1 |
| Oxford University, England | 1 |
| University of Chicago | 1 |
| Northwestern University | 1 |
| National Normal University | 1 |
| Ohio Normal | 1 |

*Doctors of Philosophy Degrees*

TABLE 8 shows where staff members of Eastern, past and present, have received their Doctors of Philosophy degrees.

TABLE 8. WHERE STAFF MEMBERS OF EASTERN, PAST AND PRESENT, RECEIVED THEIR DOCTORS OF PHILOSOPHY DEGREES

| Institutions | Number Receiving Doctor of Philosophy Degrees |
|---|---|
| Peabody College | 6 |
| University of Illinois | 3 |
| Columbia University | 2 |
| University of Chicago | 2 |
| University of Wisconsin | 2 |
| University of Kentucky | 2 |
| Johns Hopkins | 1 |
| University of Vienna | 1 |
| Cornell University | 1 |
| Clark University | 1 |
| Duke University | 1 |
| University of Zurich | 1 |
| University of Bohn | 1 |

*Special Degrees*

TABLE 9 shows where teachers of Eastern, past and present, have received special degrees. The Bowling Green Business University leads with five special degrees, and is followed

by the University of Kentucky, from which institution three Eastern faculty members have received special degrees. With these exceptions, there seems to be no pronounced tendency with respect to institutions where Eastern teachers have received special degrees.

TABLE 9. WHERE TEACHERS OF EASTERN, PAST AND PRESENT, HAVE RECEIVED SPECIAL DEGREES

| Instructions | Number Receiving Special Degrees |
|---|---|
| Bowling Green Business University | 5 |
| University of Kentucky | 3 |
| Columbia University | 2 |
| Valparaiso University | 2 |
| University of Michigan | 2 |
| Ohio Northern | 2 |
| Northwestern University | 2 |
| Oberlin | 2 |
| University of Louisville | 1 |
| Georgetown College | 1 |
| Taylor University | 1 |
| Central University | 1 |
| Berea | 1 |
| Ohio Normal | 1 |
| Vanderbilt | 1 |
| University of Geneva | 1 |
| Emory University | 1 |
| Hope College | 1 |
| Boston University | 1 |
| National Normal | 1 |
| Cedarville College | 1 |
| Peabody College | 1 |
| University of Minnesota | 1 |

## WHERE PRESENT FACULTY MEMBERS OF EASTERN RECEIVED DEGREES

### *Bachelors Degrees*

TABLE 10 shows where present faculty members of Eastern have received Bachelors degrees. From this table it can be seen that the University of Kentucky, George Peabody College for Teachers, and the Eastern Kentucky State Teachers College are the Alma Maters of a majority of the present teaching staff at Eastern. Twenty, who now teach at Eastern, have received their Bachelors degrees from the University of Kentucky, fifteen, from Peabody, and nine, from Eastern. Three graduates from Ohio Wesleyan University are members of the teaching staff at Eastern, and two, each, from Bradley Polytechnic Institute and Columbia University.

TABLE 10. WHERE PRESENT STAFF MEMBERS OF EASTERN HAVE RECEIVED BACHELORS DEGREES

| Institutions | Number Receiving Bachelors Degrees |
|---|---|
| University of Kentucky | 20 |
| George Peabody College for Teachers | 15 |
| Eastern Kentucky State Teachers College | 9 |
| Ohio Wesleyan University | 3 |
| Bradley Polytechnic Institute | 2 |
| Columbia University | 2 |
| East Texas State Teachers College | 1 |
| Southwestern University | 1 |
| State Teachers College, Farmville, Virginia | 1 |
| Marietta College | 1 |
| National Normal University | 1 |
| Eastern Indiana State Normal School | 1 |
| University of Nebraska | 1 |
| Illinois College | 1 |
| University of Indiana | 1 |
| Oberlin College | 1 |
| Jamestown College | 1 |
| Waynesburg College | 1 |
| University of Buffalo | 1 |
| University of Michigan | 1 |
| Colorado University | 1 |
| Ohio Northern University | 1 |
| Morningside College | 1 |
| Maryville College | 1 |
| Duke University | 1 |
| George Washington University | 1 |
| Western Kentucky State Teachers College | 1 |
| Denison University | 1 |
| Knox College | 1 |
| Oxford University, England | 1 |
| Simmons University | 1 |
| Tri State College | 1 |
| Hiram College | 1 |

*Masters Degrees*

TABLE 11 shows where present staff members received their Masters degrees. It can be seen from the table that three schools, George Peabody College for Teachers, Columbia University and the University of Kentucky have furnished the majority of Masters degrees received by Eastern faculty members.

TABLE 11. WHERE PRESENT STAFF MEMBERS OF EASTERN HAVE RECEIVED MASTERS DEGREES

| Institutions | Number Receiving Masters Degrees |
|---|---|
| George Peabody College for Teachers | 21 |
| Columbia University | 19 |

| Institutions | Number Receiving Bachelors Degrees |
|---|---|
| University of Kentucky | 12 |
| Ohio State University | 3 |
| University of Michigan | 2 |
| Colorado State Teachers College | 1 |
| Cornell University | 1 |
| Kansas State Teachers College | 1 |
| University of Wisconsin | 1 |
| Duke University | 1 |
| University of Illinois | 1 |
| Oxford University (England) | 1 |
| University of Chicago | 1 |
| Ohio Northern University | 1 |

*Doctors of Philosophy Degrees*

TABLE 12 shows where present staff members received their Ph. D. degrees. George Peabody College leads the list, six of those who hold the doctorate having taken their degrees there. The University of Illinois and the University of Kentucky have each furnished two Ph. D. graduates of Eastern's faculty.

TABLE 12. WHERE EASTERN TEACHERS HAVE RECEIVED DOCTOR OF PHILOSOPHY DEGREES

| Institutions | Number Receiving Doctor of Philosophy Degrees |
|---|---|
| George Peabody College for Teachers | 6 |
| University of Illinois | 2 |
| University of Kentucky | 2 |
| Columbia University | 1 |
| University of Chicago | 1 |
| Duke University | 1 |
| University of Vienna (Austria) | 1 |

*Diplomas from State Teachers Colleges*

TABLE 13 shows where present teachers at Eastern have received diplomas from state teachers colleges. Two institutions, the Eastern Kentucky State Teachers College and the Western Kentucky State Teachers College, have given diplomas to more than one-half of all Eastern faculty members receiving such diplomas.

TABLE 13. WHERE EASTERN TEACHERS HAVE RECEIVED DIPLOMAS FROM STATE TEACHERS COLLEGES

| Institutions | Number Receiving Diplomas |
|---|---|
| Eastern Kentucky State Normal School | 6 |
| Western Kentucky State Normal School | 5 |
| Nebraska State Normal School | 1 |
| Louisiana State Normal College | 1 |
| Oskosh State Teachers College | 1 |

TABLE 13 (Continued). WHERE EASTERN TEACHERS HAVE RECEIVED DIPLOMAS FROM STATE TEACHERS COLLEGES

| Institutions | Number Receiving Diplomas |
|---|---|
| Middle Tennessee State Normal School | 1 |
| Ohio State Teachers College | 1 |
| La Crossee Teachers College | 1 |
| Mississippi State Normal School | 1 |
| Indiana State Teachers College | 1 |
| Virginia State Normal School | 1 |

*Special Degrees*

TABLE 14 shows the institutions where Eastern teachers have received special degrees.

TABLE 14. WHERE EASTERN TEACHERS HAVE RECEIVED SPECIAL DEGREES

| Institutions | Number Who Have Received Special Degrees |
|---|---|
| Bowling Green Business University | 3 |
| Columbia University | 2 |
| Ohio Northern University | 2 |
| University of Michigan | 2 |
| Oberlin College | 2 |
| Northwestern University | 1 |
| College of Business Administration (Boston University) | 1 |
| Emory University | 1 |
| George Peabody College for Teachers | 1 |
| University of Kentucky | 1 |
| University of Louisville | 1 |
| Taylor University | 1 |
| Valparaiso University | 1 |
| Vanderbilt University | 1 |

THE LENGTH OF SERVICE OF FORMER MEMBERS

TABLE 15 shows the number of staff members terminating service during each year and the average length of service those retiring have given to the institution, from 1908 to 1935. The word "terminating" is here given a broad meaning. It refers to the separation of a staff member from the institution for any reason whatever. Perhaps the only conclusions which can be drawn from this table are (1) that in recent years the annual turnover has tended to become smaller and (2) those retiring in recent years have, on the average, been with the institution for longer periods of time.

TABLE 15. THE NUMBER OF STAFF MEMBERS OF EASTERN TERMINATING SERVICE EACH YEAR AND THE LENGTH OF SERVICE GIVEN TO THE INSTITUTION FROM 1908 TO 1935, INCLUSIVE

| School Year Ending in | Number Terminating Service with Institution During Year | Average Length of Service Those Retiring Have Given to the Institution |
|---|---|---|
| 1908 | 11 | 1.2 |
| 1909 | 10 | 2.2 |
| 1910 | 8 | 2.1 |
| 1911 | 11 | 1.7 |
| 1912 | 11 | 2.5 |
| 1913 | 2 | 2.0 |
| 1914 | 3 | 2.6 |
| 1915 | 5 | 2.0 |
| 1916 | 5 | 5.0 |
| 1917 | 10 | 4.0 |
| 1918 | 8 | 3.0 |
| 1919 | 2 | 1.0 |
| 1920 | 6 | 2.7 |
| 1921 | 11 | 5.1 |
| 1922 | 9 | 2.7 |
| 1923 | 5 | 1.6 |
| 1924 | 10 | 2.2 |
| 1925 | 6 | 1.5 |
| 1926 | 4 | 2.8 |
| 1927 | 10 | 5.5 |
| 1928 | 12 | 4.9 |
| 1929 | 8 | 3.1 |
| 1930 | 10 | 4.4 |
| 1931 | 9 | 2.7 |
| 1932 | 7 | 7.0 |
| 1933 | 0 | 0.0 |
| 1934 | 5 | 5.2 |
| 1935 | 1 | 5.0 |
| Average | | 3.2 |

## PRESENT FACULTY

TABLE 16 gives the names of the present faculty members of the Eastern Kentucky State Teachers College, the date when each was employed, and the length of time each will have been at Eastern at the end of the school year 1935-36.

TABLE 17 gives a distribution of the years of service of the present members of the teaching staff of the Eastern Kentucky State Teachers College. No conclusions are drawn from these two tables.

TABLE 16. THE NAMES OF PRESENT FACULTY MEMBERS, THE DATE WHEN EACH WAS EMPLOYED, AND THE LENGTH OF TIME WHICH EACH WILL HAVE BEEN AT EASTERN AT THE END OF THE SCHOOL YEAR 1935-36

| Name of Staff Member | Date When Staff Member Was First Employed | Length of Time Member Will Have Been at Eastern |
|---|---|---|
| Donovan, H. L.* | 1928 | 10 |
| Adams, Kerney M. | 1928 | 8 |
| Adams, Mary L. | 1930 | 6 |
| Alvis, Annie | 1932 | 4 |
| Barnhill, Mrs. M. E. | 1931 | 5 |
| Bennett, Isabel † | 1924 | 10 |
| Bryant, G. O. | 1924 | 12 |
| Buchanan, Pearl L. | 1923 | 13 |
| Burns, Virgil | 1924 | 12 |
| Burrier, Mary King | 1925 | 11 |
| Caldwell, C. E. | 1912 | 24 |
| Campbell, Jane | 1926 | 10 |
| Carpenter, Katie | 1926 | 10 |
| Carter, Ashby B. | 1920 | 16 |
| Case, Mrs. Emma Y. | 1925 | 11 |
| Clark, Roy B. | 1926 | 10 |
| Coates, J. Dorland | 1932 | 4 |
| Cox, Meredith J. | 1924 | 12 |
| Cuff, Noel B. | 1928 | 8 |
| Deniston, N. G. | 1919 | 17 |
| Derrick, Lucille | 1934 | 2 |
| Dix, Ruth | 1923 | 13 |
| Dorris, J. T. | 1926 | 10 |
| Edwards, R. A. | 1918 | 18 |
| Engle, F. A. | 1928 | 8½ |
| Farris, J. D. | 1928 | 8 |
| Ferrell, D. T. | 1927 | 9 |
| Floyd, Mary | 1925 | 11 |
| Ford, Edith G. | 1927 | 9 |
| Fowler, Allie | 1932 | 4½ |
| Gibson, Maude | 1910 | 26 |
| Gill, Anna D. | 1928 | 8 |
| Grise, P. M. | 1930 | 6 |
| Gumbert, G. M. | 1925 | 11 |
| Hansen, May C. | 1912 | 24 |
| Hanson, Eliza M. | 1931 | 5 |
| Hembree, George N. | 1920 | 16 |
| Herndon, Thomas C. | 1930 | 6 |
| Hood, Gertrude N. | 1928 | 8 |
| Hounchell, Saul | 1934 | 2 |
| Hughes, Charles T. | 1929 | 7 |
| Hughes, Eliza ‡ | 1922 | 10 |
| Hummell, Armin D. | 1929 | 7 |
| Jones, W. C. | 1926 | 10 |
| Keene, W. L. | 1926 | 10 |

TABLE 16 (Continued). THE NAMES OF PRESENT FACULTY MEMBERS, THE DATE WHEN EACH WAS EMPLOYED, AND THE LENGTH OF TIME WHICH EACH WILL HAVE BEEN AT EASTERN AT THE END OF THE SCHOOL YEAR 1935-36.

| Name of Staff Member | Date When Staff Member Was First Employed | Length of Time Member Will Have Been at Eastern |
|---|---|---|
| Keith, C. A. | 1912 | 24 |
| Kennamer, L. G. | 1928 | 8 |
| Kohl, Lilly E. | 1934 | 2 |
| Krick, Harriette V. | 1930 | 6 |
| Lee, Cora | 1925 | 11 |
| Lingenfelser, Margaret | 1924 | 12 |
| Lutes, Mrs. Helen Hull | 1931 | 5 |
| McDonough, Thomas E. | 1928 | 8 |
| McKinney, Mary Frances | 1923 | 13 |
| Mason, Frances | 1931 | 5 |
| Mattox, M. E. | 1924 | 12 |
| Mebane, Eleanor | 1931 | 5 |
| Moore, W. J. | 1928 | 8½ |
| Murback, Mrs. Janet | 1928 | 8 |
| Murphy, Mary C. | 1934 | 2 |
| O'Donnell, W. F. | 1935 | 1 |
| Park, Smith | 1923 | 13 |
| Pugh, Ellen | 1931 | 5 |
| Rankin, Rome | 1935 | 1 |
| Richards, R. R. | 1929 | 7 |
| Rumbold, D. W. | 1928 | 8 |
| Rush, Ruby | 1926 | 10 |
| Samuels, Tom C. | 1934 | 2 |
| Schnieb, Anna A. | 1923 | 13 |
| Smith, G. D. | 1908 | 28 |
| Stone, Thomas | 1935 | 1 |
| Story, Virginia F. | 1927 | 9 |
| Telford, Brown E. | 1917 | 19 |
| Tyng, Mrs. Julian | 1920 | 16 |
| Van Peursem, James E. | 1929 | 7 |
| Walker, Samuel | 1926 | 10 |
| Whitehead, Mrs. Guy | 1931 | 5 |
| Williams, Anna C. | 1935 | 1½ |
| Wilson, Elizabeth | 1928 | 8 |
| Wingo, Germania | 1920 | 16 |

* During the school years 1921-23, he was Dean of the institution.
† Was not at Eastern 1927-29.
‡ Was not at Eastern 1923-27.

TABLE 17. A DISTRIBUTION OF THE YEARS OF SERVICE OF THE PRESENT MEMBERS OF THE TEACHING STAFF OF THE EASTERN KENTUCKY STATE TEACHERS COLLEGE

| Years of Service at Eastern | Number of Staff Members |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 0 |
| 4 | 3 |
| 5 | 7 |
| 6 | 4 |
| 7 | 4 |
| 8 | 12 |
| 9 | 3 |
| 10 | 11 |
| 11 | 5 |
| 12 | 5 |
| 13 | 5 |
| 14 | 0 |
| 15 | 0 |
| 16 | 4 |
| 17 | 1 |
| 18 | 1 |
| 19 | 1 |
| 20 | 0 |
| 21 | 0 |
| 22 | 0 |
| 23 | 0 |
| 24 | 3 |
| 25 | 0 |
| 26 | 1 |
| 27 | 0 |
| 28 | 1 |
| Total | 80 |

# CHAPTER XIII

## SOME FACULTY CHARACTER SKETCHES

By Maude Gibson

The writer of the following notes has known, personally and very pleasantly, the following members of the faculty of the old regime. All of them were men and women of noble aspirations, who worked zealously for the betterment of all classes of people through popular education. Well did they lay the foundations for the great educational program of today. As the present faculty build for tomorrow, so they, with very meager support, blazed the trail for this great center of learning, the Eastern Kentucky State Teachers College.

### Dr. Virginia Spencer

Eastern's first dean of women was Dr. Virginia Spencer. Before coming to Richmond she had graduated from Kansas State University at Lawrence, and later had traveled and studied abroad. Her Doctors degree was received from Zurich, Switzerland. While doing work at Clark University, she met Dr. Roark, and later became a member of his faculty.

Dr. Spencer was a fine German scholar, and the students of the Normal School had the benefit of her instruction in word-method German classes. She also organized the ladies of the town into a German club, which is yet pleasantly remembered Every summer she conducted a camp for young ladies somewhere on the Massachusetts coast, and Richmond mothers soon appreciated the great opportunity for cultural growth for their daughters, under the guidance of this very charming woman.

### Miss Margaret T. Lynch

Among prominent women in the Catholic world of today, is Miss Margaret T. Lynch, who is now secretary of Women's Work in the Catholic Church of America. Besides this she is a lawyer of recognized ability in New York City.

In 1908 Miss Lynch assumed the position of critic teacher in

the Model Training School, where she taught two years. She and the late Miss Mary Sullivan became warm friends during her stay in Richmond. This friendship continued throughout the years until the recent death of the latter.

### DEAN MARY ROARK

Once having known her, one can never forget the queenly dignity of the wife of Eastern's first president, who filled the office of dean of women for seven years after the death of Dr. Roark. The swirling mass of gray-white puffs and ringlets, piled a-top her shapely head after the style of a quarter of a century ago, the silver and purple of her gowns, her smiles, her clever manipulation of Sullivan Hall folk, and her Browning Club, all stand out in retrospect. Mrs. Roark had a keen mind, and her diplomacy has never been surpassed in campus circles. She was a Presbyterian of the old school and a devotee of ethical culture. In her zeal for the good, the pure, and the true, she did not hesitate in her beautiful prayers in chapel to invoke Divine aid in getting her fellow faculty members to recognize the higher planes of human conduct and to walk therein. Frequently in the summer evenings one would see Dean Roark starting forth in her low-swung buggy, behind her pet horse, which was of feather-bed proportions, for an airing among the byways around Richmond. She was always accompanied by some member of her Browning Club, that they might "Enjoy the Fruits of Solitude" together.

### MISS LELIA PATRIDGE

"Good morning, Miss Patridge!" and the class bowed solemnly.

"Good morning, young ladies and gentlemen," and Miss Patridge's recitation was ready to begin. After the salutation, all backs were straightened, all feet uncrossed and placed firmly on the floor. And woe unto the forgetful and negligent in this matter.

Miss Lelia Patridge was the author of *Quincy Methods,* and publisher of *Talks on Teaching* by Colonel Francis Parker, lecturer and dramatic interpreter of wide reputation in the eastern states.

She was a member of the first class to graduate from the first school opened for special training of teachers in the United States, which was Framingham State Normal, Lexington, Massachusetts. Following graduation she took post graduate courses in the University of Chicago, Clark University, Worcester, Massachusetts, and Philadelphia Kindergarten school. She specialized in psychology and was a follower of William James, with whom she studied at one time. Miss Patridge believed in the occult; she dreamed her dreams and saw her visions. Her psychic power to put facts actually into a student's head, as if the tousled top were opened up and great truths laid gently on the throbbing brain, was a little bit hard to grasp. But thirty years ago psychology was different. Behind a large, spasmodically fluttering fan, which was ostensibly for the protection of her eyes from the glare of Sullivan Hall lights, this very cultured, elderly woman softly slumbered while the Browning Club labored under the guidance of Dean Roark, with the subtle meanings of Browningesque sentence structure.

"Into the eve and the blue far above us,—so blue and so far."

### Madame Helena Piotrowska

Banished from her native Poland because of her political activities, Madame Piotrowska sought refuge in America. In 1910 she came to Eastern, where she was given the position of head of the Modern Language Department.

Intelligent, witty, of wide and varied experiences, she was a lady of most colorful personality. It was a great pleasure to know her as long as she was not striving with national and international perplexities. Plots and counter-plots; journeys to Buffalo, New York, and other centers, where Polish patriots might be found, and letters in code to be deciphered, made those who were closely associated with her feel as if a revolution was just around the corner.

Like most foreign agitators, Madame Piotrowska spoke many languages fluently, but her attempt at English idioms kept the student body amused. For example, when she said to her class with a profound sigh "I have worked so hard, I am as tired as *kinbee*" or "Oh, I see Mistair Johnson chasing a geese out on the campus," her hearers were certain to smile.

Her greatest pleasure, by way of exercise and change, was to take long trips over mountain trails on her bay horse. When she had mounted, the rather small animal was covered from ears to tail by her voluminous upper and nether Polish garments. But that was Polish *chic,* and the horse did not care. This patriotic lady was intensely interested in moonlight schools, and Mrs. Cora Wilson Stewart came frequently to confer with her because of her energy and convincing eloquence in speech making. A whirlwind campaign was waged in Madison County, and night schools were opened even in Richmond, under her leadership.

When Poland became involved in the World War, Madame Piotrowska immediately left America, in company with Ignace Paderewski, the great pianist, and his wife, to fight for the liberty of her homeland. Her death later was caused by privation and over-work.

She was a Polish patriot and a scholar.

### DR. E. C. MCDOUGLE

Dr. E. C. McDougle, the first Dean of Eastern Kentucky State Normal School, was a powerful force as an organizer and a classroom instructor. Specialization was unknown in those early days; therefore, a good teacher could take the leadership in any department from the presidency to the janitor's place.

Mathematics, psychology, history, and English were taught with equal energy and enthusiasm by this man who was proclaimed to be the ablest of his peers. One outstanding characteristic of Dr. McDougle's was that he never forgot the name of persons whom he had taught. This fact endeared him to all the students of yesteryear.

"O! come, come, come, to the church in the wild wood," boomed down over the maple trees, across the campus and out into endless space, when his big bass voice sang it in chapel—a voice which always seemed to be calling to the unheeding who might be going to school instead of going astray, the voice of a man who used concise English and who in a few sentences could say many, many interesting things, that was Dr. E. C. McDougle.

President John Grant Crabbe

"Now, young ladies and gentlemen, this sort of conduct is not pretty, it is not becoming, and if you persist in so doing, you can't play in my back yard any more."

The meticulously groomed Dr. J. G. Crabbe has taken the stage; and who can describe his flashing personality, his vitality which never seemed to lag for a moment? His enthusiasm was infectious. There was always a play being staged. The work in both Normal and Model training school during his regime was characterized by pageants.

May Day, with all its attendent processions, flower girls, May-poles, plays and dances, was the *bete noire* of the faculty, and the delight of all Richmond and Madison County at the same time. Another magnificent pageant commemorating the signing of the Declaration of Independence was staged upon the campus. The costumes for the actors were brought from Philadelphia. The splendor of the black velvet coats, red satin breeches, gold knee buckles and lace ruffles was most dazzling. The fluttering pre-Revolutionary ladies and gentlemen were photographed for a moving picture which was shown at the Richmond opera house to the great happiness of the school.

Dr. Crabbe was an organizer. Nothing pleased him more than a vacation jaunt of his own planning, on which he would be accompanied by twenty or twenty-five ladies of his faculty. One to San Francisco, Los Angeles and San Diego, California, was exceptionally delightful and worth while; but there were endless shorter excursions which were a great pleasure to the travelers.

He helped the farmers organize, and they held institutes in tents at Newby, White Hall, Kingston, and other neighboring towns. Members of the faculty stayed at night in the tents and discussed farm problems with the country folk.

His faculty meetings prostrated his fellow workers, because he insisted upon the thorough study of Thorndyke's *Methods of Teaching* and Monroe's *History of Education*. Papers had to be written and read; there were discussions, and even grades for the best efforts were handed out, all of which caused anything but angelic feelings and comments becoming pedagogues.

"Now ladies and gentlemen you are dismissed; always turn to the right, and keep off the grass, and goodbye."

### PROFESSOR G. D. SMITH

Twenty-five years ago Professor Smith's classroom was the Mecca for all worn-out teachers who came to school for physical as well as intellectual repairs. His numerous social events furnished much extra-curricular activity for the entire school. He was for many years the sponsor of the Y. M. C. A. He conducted a literary society, he took sight-seeing parties to all historic spots in this section of the State, and he gave two or three social affairs each term in his own home for his students. His field trips were interesting to see, as Professor Smith, with fifty or more people of all sizes and shapes, headed for East Pinnacle, Boonesborough, or Berea, the fat, elderly ladies and gentlemen barely keeping within hailing distance of their very tall, more-or-less angular, energetic leader.

For those who were the victims of nostaglia, there was always a taffy pulling in the offing down in Professor Smith's department. As one bright youth remarked, "I have pulled enough taffy to encircle the globe twice, since I have been in Bug Smith's department."

The friendliness of Eastern is not a myth. It started in those days when Richmond was a very small town. There were no movies, but few entertainments at the old opera house, few automobiles, and no way to jaunt about the county except on horse-back. All student entertainments had to be furnished upon the campus, under the direction of a faculty member.

Professor Smith worked day and night in his efforts to build up a large student body, and hosts of former Easternites will hold him in happy remembrance as the years go by.

### PROFESSOR AND MRS. J. G. KOCH

There was a charming romance in faculty circles in those early days, when the foundations of Eastern were being laid.

Miss Marianna Deverel, of Irish birth, who had received her training at Oshkosh State Normal School, Wisconsin, was now the critic teacher of the first and second grades in the Model School. She married Professor John G. Koch, the music teacher,

who was a graduate of the College of Music in Cincinnati. The wedding was beautiful and everybody approved heartily because both the contracting parties were popular and much loved. The students, however, staged a charivari which was something of a sensation. No dish pan, cooking pot, wash boiler, or old tin can was too lowly to be used in the melee. The noise and din of rejoicing was carried far across the country to Clay's Ferry, Newby, and Kingston.

At a given signal, the entire student body filed down Second Street and up Summit Avenue to the hill top. Every man was in his place, and with the combined serenaders and onlookers there were about five hundred present. The frightened bride and groom took refuge in the tallest house on the Summit, on the topmost floor, in the farthest corner, while youthful enthusiasm surged and swirled in great glee below.

The noise finally broke upon the ears of Dr. Crabbe, who came like a whirlwind in his wrath, and put the army to flight, after declaring that "Never in the history of the school, should such a disgraceful thing happen again." But later in the evening the boys and girls got cake and cider.

### Professor J. R. Johnson

The department of mathematics was headed by Professor J. R. Johnson, a graduate of Kentucky State University, when the personnel of Eastern's first faculty was completed. Beside his teaching, he was the school surveyor of roads, land, etc. Also, he managed Memorial Hall affairs, where, as dean of men, he looked after the temporal comforts of the youth.

The hospitality of Professor and Mrs. Johnson was so bountiful and so gracious that no truthful chronicler can fail to make note of their contribution to the welfare and happiness of their associates.

Mrs. Johnson, who was also a teacher in the department of music and a leader in musical affairs in Richmond as well, did much by way of bringing town and gown together through various concerts and social functions.

Feminine pulchritude and masculine strength in those vague regions up the Big Sandy River, which were the stamping ground of his youth, were subjects upon which Professor John-

son liked to converse in his reminiscent moods. In other words, he was ever the loyal friend of the mountain people, and they knew it. What he said was law and gospel to the boys and girls who hailed from the Kentucky highlands.

### PROFESSOR I. H. BOOTH

"Let me live in a house by the side of the road and be a friend to man."

The man who wanted, above all else, to be a friend to the other fellow, was Professor I. H. Booth, who was one of the first graduates to go forth from the halls of Eastern Normal School. Later he returned as teacher of arithmetic and penmanship. In his life Mr. Booth had the fulfillment of his wish. Because of his innate friendliness, he was a valuable field agent among the mountain people. He visited the sick among the students and rounded up the well ones and sent them off to Sunday School—preferably the Methodist, but any denomination was encouraged. He wrote letters home to the fathers and mothers for worried, homesick students, and, on the other hand, saw that the timid mountaineer parents were properly cared for when they came to visit their children.

In these days of consolidated schools, good high schools, good roads and automobiles, young people think and act more maturely. The need of so much personal attention has passed forever, for which there is reason to be thankful. In the early times, however, there was a real need for just the work Professor Booth did so quietly, so quietly that few people knew about it, and he never asked for any remuneration whatsoever for his extra activities.

### MRS. PATTIE MILLER HUME

The first Domestic Science teacher (it is now Home Economics) was not very tall, though she stood up straight on her high-heeled shoes, before a class of both men and women, and gave her instructions.

Away back there, strong men and mighty ones, went through the drill of washing dishes, hanging out tea towels, and all the other chores which a good housewife is supposed to turn off with great dexterity.

Right here, let it be affirmed, the teacher of whom this is written was, and is yet, a delicatessen artist. In plain English she could cook food which was fit to serve any king—even Edward VIII.

This lady, Mrs. Hume, was the official decorator, as well as the domestic science teacher. She, with her committee, made literally miles of festoons of roses, wisteria, vines, leaves and other decorative pieces to be used in the lovely pageants, which were staged in Dr. Crabbe's administration. Her canopies, booths, chariots, banqueting tables, all put out under the trees on the campus, were the town talk from one June until the following month of roses.

Mrs. Hume yet resides in Richmond, where she has the distinction of being the only lady faculty member *emeritus*. She is frequently seen at chapel, and she also attends all formal social functions. Though she has stopped teaching, Mrs. Hume is very busy with her work in the society of Colonial Dames and many other social and patriotic activities.

### President T. J. Coates

Thomas Jackson Coates was president of Eastern from 1916 to his death on March 17, 1928. On July 29, 1928, a memorial program was held in honor of President Coates. On that occasion Professor R. A. Edwards, of the Training School, paid a beautiful tribute to Eastern's deceased president. With Mr. Edward's permission a part of his paper is given here:

> Twelve years ago he came to the presidency of this institution. At that time the school was small, but his vision was large. Apparently in the prime of life, he was optimistic and alert, cheerful and full of courage, farsighted and tactful. His hand was steady, his step was quick, his eye was clear, his cheek was ruddy, and his hair was black as a raven's wing. A little time, much toil, and what a change!
>
> That which was his has been reincarnated in the institution he loved, and more—whatever one's theory may be concerning life hereafter or the transmigration of the soul, this much we know to be true: That every life in proportion to its influence makes some contribution to the lives of those about him. One's associates, one's colleagues in a common endeavor, and especially the pupils who sit before a teacher in school, become a part of that individual, assimilating and modifying mental factors that play a part in building more complex attitudes and ideals, those intangible concomitants which are passed on from generation to generation, and which with man's accumulation of learning form our social heritage.

When a life such as this one we eulogize today has been filled with good works for his fellow man, then the extent of its contribution to the social heritage is unmeasurable, and the limit of time it will carry on into the future is endless. Truly a great life is immortal in more ways than one.

Always he put the school before self. A compliment to the school thrilled him with joy; a criticism cut him to the quick. Nor did he consider himself the school. His heart was bound up in the student body, the faculty, those with whom he worked and for whom he worked. Their achievements were his glory, but their failures he excused without censure, and he strengthened them with the hand of a father.

That teacher who showed signs of weakness and who needed support was the one he complimented most graciously. When he discovered that an instructor was in any degree unpopular with the student body, he made it a point to praise that instructor to the students in highest terms. Many burdens, not rightfully his, did he bear upon his own shoulders. No teaching staff ever received more sympathetic support. No school executive was ever more loyal to his faculty.

It may be said that one mark of an educated man is that he reserves final decision on a proposition until all available information concerning the subject has been reviewed. This was characteristic of President Coates. He could make a decision quickly, but he always had an open mind, and his opinions were subject to change when sufficient evidence warranted it. Using a quaint aphorism, he would often say, 'Let all the evidence be fotched in.' It may be seen how this characteristic in an executive who was called upon each day for many decisions and opinions might inspire confidence in his colleagues. Always there was assurance that right would prevail. When all facts were marshaled before the President, his action was based upon the weight of evidence, and was not determined by any preconceived notion or mental set.

He has been known to say that when his feeling dictated one course, and reason pointed out another, he always tried to submerge his feeling and to follow reason.

Another quality worthy of mention at this time is tolerance, which is not a characteristic of the average person. That individual who does not steel himself against new ideas and new truths, who recognizes in the researches of higher education a contribution to civilization, and who at the same time is tolerant and patient with the weaknesses of man and the prejudices of the indoctrinated masses, is either a much enlightened man, or a very good Christian, or both.

It may be said to the credit of this school as a real college, that considerable academic freedom has been enjoyed by the teaching staff. No member has been cast out or burned at the stake for exercising freedom of thought or freedom of speech; and no instructor, to my knowledge, has infringed upon this liberty beyond the bounds of prudence and good authority.

Only one precaution was emphasized by the President: that nothing should be said or done that might stir up criticism and injure the institution. He had a liberal mind, but was always tactful and careful. One guiding principle of his conduct was that one should never argue with a friend. Always he strove to protect the name of the school, and to keep it respected by the people it served and whose instrument it is.

Another trait which was outstanding in his make-up, and which inspired many of his faculty to supreme effort, was that of incessant work, consecration to the task before him, and constant application to the many and varied problems of administration. In this respect he set an example for everybody on the campus. He was an indefatigable worker. Each day of his life was the same, and there was no end to the day. Often he continued his labors far into the night, and while his disciples slept, he toiled on. Rest and recreation were practically unknown to him. He did not know how to play. Such intense application to labor was no doubt responsible for much of his success in life. It is reflected in the thoroughness of the tasks he performed. But also it may be said that his own life was shortened thereby. He burned the candle at both ends—rapidly and suddenly it burned out. During the last year or two of his life it was evident that the flame was flickering. He was not entirely the same that he had been. His wonderful store of native vitality, strong as the rock-ribbed hills that gave him birth, supported his master intellect for three score years and more, but finally it was exhausted. He had given his life to the school and for the school.

Shortly after President Coates' death Professor W. L. Keene, of the English Department, composed a beautiful poem, "White Silence", in honor of Eastern's beloved president.* With Mr. Keene's permission this poem is included in this chapter.

WHITE SILENCE

The night he died white silence shrouded deep
The little world he loved. The campus ground
Lay dim with brooding trees, close guarded round
With somber shadowed buildings still as sleep.
Snowflakes falling soft as whispered breath
Enfolded all the earth. No other sound
Disturbed the quietness. In grief profound
His little world its vigil kept with death.

Alone with death—and memories of how
He walked these silent ways late hours of night,
One arm behind his back, the restless care
Of endless toil a fever on his brow:
Heroic, tragic, lonely in the light,
The pale cold moonlight on his silver hair.

## Roscoe Gilmore Stott

Just another humorist, lecturer, writer, and songster from Indiana is what he might be called. Indiana is noted for producing interesting people who do many interesting things, and Mr. Stott was not the least of these. During his stay

* Considerable snow had fallen only a short time before President Coates passed away in the Pattie A. Clay Infirmary. His death was on Saint Patrick's Day, 1928, which was his birthday.

on the campus he kept the place in a gale of laughter. His fund of humor never seemed to be exhausted. Like the widow's meal barrel, it was ever replenished by unseen hands. He is yet on the lecture platform and upon his very rare visits to Richmond, the school takes a holiday, while the old timers shake hands and swap yarns with a valued friend.

### R. A. FOSTER

Dr. Foster belongs to the land of make-believe—the land of poetry, art and music, and beautiful dreams. He is now teaching at Ohio University, Athens, Ohio, but everyone knows there is a lovely poem in the offing while he labors in the interest of education. While at Eastern, his classroom was the charmed spot for all the young people who had ambitions in a literary way. Here, surrounded by his students, the children of his brain were presented in a manner which impressed themselves as some great sermon affects the mind. He had a way of appealing to all sorts and types of people—no matter what their interest might be. Athletes, pre-medical students, all of them, came away from his classes feeling, somehow, as if they had heard something of real value while there. It was a real loss to Eastern and the State as well, when Dr. Foster decided to cast his lot with the Buckeyes.

### DR. WREN JONES GRINSTEAD

During the early days of Eastern, Dr. Wren Jones Grinstead was an outstanding personage on the campus. Both Dr. and Mrs. Grinstead were people of charming manners and much physical beauty, and naturally they were social leaders among the faculty folk. Perhaps a few years in Australia, immediately following graduation from Transylvania University, added to the cosmopolitan air which seemed to surround these young people. Be that as it may, when they left Richmond to take up their residence in Philadelphia, where Dr. Grinstead became a member of the education staff in the University of Pennsylvania, Eastern suffered a great loss. There was a sense of lonesomeness among their friends. Eastern does not forget the interesting events which the students in the Latin classes staged in the chapel, under the direction of Dr. Grinstead, nor shall

his kindly, genial attitude toward his fellow workers ever be forgotten. In retrospect, one might say that Dr. Grinstead was in his happiest moments when engaged in a friendly battle of words over some weighty matter like class absences or methods of grading while in faculty meetings. Elegant diction and delicate shades of meaning in English sentences abounded, even floated in the air when these verbal contests waged about the ears of the less eloquent ladies who were trying to sleep off their worries.

### MRS. MARY B. DEANE

In all parts of the United States, wherever her former students abide, Mrs. Mary B. Deane is fondly remembered. For many years she was a member of the science faculty at Eastern, where physical geography was her special department. She had traveled widely throughout North America in the interest of her work, and her collection of unusual and valuable material was a delight to her students as well as a great asset to the institution.

Aside from her teaching, Mrs. Deane was interested in forensics and stage craft. Many a student of yesterday was proud to march under the banner of the Carpediem literary society, which produced speakers and actors of pronounced ability. This lady had lived through the War between the States, which she did not forget. She ever held aloft her banners in memory of her suffering people. She was a fine, proud, Southern woman, who was always ready to stage a good fight in defense of her religious or political convictions.

As she grew in years, Mrs. Dean's greatest desire was to die while at her work on the campus which had been her home so long. This wish was granted her one morning when, with a smile and a wave of her hand, she left her classroom for a breath of air. In a few moments someone told her students that their good friend had passed out into that boundless eternity from which no one ever returns.

At the eventide of a glorious spring day, when the air was redolent with the breath of flowers and shrubs, Mrs. Dean crossed the threshold of Burnam Hall. Overhead a tiny thread of silver moon and the evening star trembled in the purple after-

glow of the setting sun. A soft wind was whispering among the maples, and far down on the campus could be heard the last call of the robins and blue birds as they settled down to rest. Altogether it was a fitting farewell to this wonderful woman, whose devotion to the Old South, the beautiful, tragic Old South of those other days, never faltered nor failed.

# CHAPTER XIV

## THE ALUMNI

By Lucile Derrick and Sam Beckley

In the spring of 1907, less than a year after its formal opening, the Eastern Kentucky State Normal School awarded its first certificates to the five students who had completed the prescribed work at the new institution. By the end of the next year, 1908, the graduating class counted a one hundred per cent gain, and ten certificates were awarded. It was in the following year, 1909, that

> the first commencement exercises of the Normal were held in the Chapel Hall on the evening of July 13. The room was well decorated for the occasion and a large crowd was present.
>
> The students of the graduating class and the members of the Faculty assembled in one of the classrooms and at eight o'clock marched into the chapel to the beautiful strains of music . . .
>
> The faculty took seats on one side of the platform and the Class on the other side . . .

And it was the eleven students of this class who extended

> to the class of next year the hearty wishes of a good cheer for hard work and tough examinations, and bequeaths to them the privilege of attending an annual banquet and the satisfaction of receiving a "sheep-skin" on the night of the Commencement.[1]

These felicitations and privileges were passed on in 1910 by 50 graduates, in 1911 by 26, in 1912 by 22, in 1913 by 50, in 1914 by 59, in 1915 by 34, in 1916 by 59, and in 1917 by 79. In 1918, due to the call to service in the World War, the number of graduates dropped to 32 and in 1919 to 18. By 1920, the increase began again and in that year 32 were given certificates; in 1921, 35; in 1922, 53; in 1923, 78; and in 1924, 127.

The following year, 1925, Eastern proudly conferred her first degrees upon thirteen applicants. This year marked the smallest degree class in the history of the institution. By June of the following year, 1926, twenty-seven, over twice the number of the previous year, were ready to receive degrees. In 1927, 23 degrees were conferred; in 1928, 35; in 1929, 63; in 1930, 55; in

[1] *Student*, Eastern Kentucky State Normal School, Richmond, Kentucky, Vol. 2, No. 11, July, 1909.

1931, 70; in 1932, 106; and in 1933, 118. In 1934, ten years from the year that Eastern granted 127 two-year certificates representing the highest mark of attainment at that time, she conferred 125 degrees representing completion of four years of training. In 1935, 139 students received degrees.

In the eighteen commencements preceding the first granting of degrees a total of 780 graduates with two years of training were sent forth. In the eleven years of granting degrees representing four years of training, 774 students have been graduated. Of course, a number of the two-year graduates have returned and completed four years of training. Excluding these, the total number of individuals still remains well over a thousand.

Also it is interesting to note how the ratio of men graduates to the number of women has changed. In 1926 the graduating class consisted of 41 per cent men and 59 per cent women. Even as late as 1931, the number of women was 20 per cent higher than that of men. By 1935, however, the men claimed 49.2 per cent of the class enrollment, and the women 50.7 per cent. This year, 1936, may see the number of men even surpassing that of the women.

Many of these graduates have done graduate work in the leading graduate schools of the country, and are now holding positions of leadership and responsibility. While the larger numbers are found in the school classrooms, many are filling superintendents', principals', supervisory, and various administrative positions. Not a few have given their talents and energies toward helping to bring to others richer and fuller lives through other professions than teaching. Eastern is proud of her sons and daughters wherever they are, whether they are giving to the youth of the land whatever they have to impart of culture and knowledge, or helping to relieve the physical suffering of mankind, or carrying to less fortunate races their own ideals of spiritual and cultural standards, or assisting in the development of some worthy engineering or mechanical feat. It is not possible to mention here, individually, the many praiseworthy and noble achievements, although they deserve all the glory and honor that Eastern can bestow.

The graduates have maintained their own organization known as the Alumni Association since it was first initiated by the class of 1909. It was

> On July 14th the members of the Class of '09 met at the call of Class President Starns in the parlors of Memorial Hall and organized the Alumni Association of the Eastern Kentucky State Normal School. This is the first organization of its kind within the Normal School, and the members of the present graduating class [Leslie Anderson, S. P. Chandler, H. L. Davis, O. B. Fallis, C. H. Gifford, Cam S. Holbrook, J. C. Jones, Elizabeth W. Morgan, Ila Pettus, Cathryn V. Scott, D. H. Starns] became its charter members. . .
>
> In the election of officers, D. H. Starns was made President, S. B. Chandler, Vice President, and Miss Elizabeth Morgan, Secretary and Treasurer, and the Association started on its forward career among the many other similar associations of the country.
>
> The purpose of this Association is to establish a closer and more intimate connection between the graduates of the Normal School.[2]

The Association constitution was revised in 1928 and in 1934-35 by appointed committees, and these revisions were adopted by the Association membership. The organization each year elects its president, first and second vice presidents, and they in turn appoint the secretary-treasurer, who serves without salary, but who must be on the college campus.

According to the only information available, it seems that the alumni banquet held on the campus each spring has been an annual affair of commencement week. Previous to 1932 the yearly meeting of the Association members has been held in the afternoon preceding the banquet. In that year the custom of having the business meeting follow the banquet was inaugurated. It is at these meetings that the officers of the organization are elected for the ensuing year. It has long been the custom to have the banquet program composed largely of alumni speakers.

Also many Eastern graduates, along with ex-students and faculty members, have met each year in some form of social gathering at the meeting of the K. E. A. in Louisville. These meetings have been formal and informal dinners, receptions, luncheons, and breakfasts. Regional organizations also have served to hold the graduates together in closer personal and professional relationships.

[2] *Student*, Eastern Kentucky State Normal School, Richmond, Kentucky, Vol. 2, No. 11, July, 1909.

Recently it was found that some classmates had not seen each other for twenty-five years. In that space of time many things can happen. Twenty-five years can alter gay, young, visionary graduates into men and women seasoned by experience and balanced by judgment. Such the ten graduates of the class of 1908 found when they returned from various parts of the United States to the campus in 1933 for their reunion after a quarter century of separation. In 1934 the class of 1909 was invited to return as honor guests, and five of them found it possible to do so. In 1935, nine members of the class of 1910 met together at Eastern. At the same time the degree class of 1925 called its members back for a reunion after a decade of absence. These quarter-century and decade reunions are now established as a permanent policy of the institution. In addition to being honor guests of commencement week at the College, the alumni have charge of the chapel program preceding commencement, when each honor guest appears on the program. At least one of the group is also chosen to speak at the Alumni banquet on the following evening.

Several of the other classes from time to time have held their own reunions at times and places convenient to them. One class has held at least one reunion yearly since graduation. It is hoped that these classmates may continue to keep this close contact with each other. A member of the class of 1913 reports that their last reunion was in 1916. How happy Eastern will be to welcome them back home and see them all together again in 1938!

It would be exceedingly difficult, if not impossible, to measure and record what Eastern's graduates have done and are doing for their Alma Mater. Among concrete evidences stand the brick pillars at the entrances to the buildings on Lancaster Avenue, gifts of the classes of 1913, 1914, 1916, 1923, and 1924. Over the library mantels stand the beautiful bronze friezes given by the class of 1922. In the niches along the stairways of the Administration Building stand busts of Henry Clay (a gift of the class of 1932), of Lincoln (a gift of the class of 1933), of Wilson (a gift of the class of 1934), and of Lindbergh (a gift of the class of 1935). The class of 1931 left its contribution to the Student Loan Fund. The beautiful plaque in the entrance

to the Administration Building is a gift of the class of 1935. Another plaque, a gift of the class of 1922, hangs in the library. Two pictures have been reported to be gifts of classes, but to date the definite classes making the donations have not been ascertained. Inside the Administration Building hangs the portrait of the late President Coates—a gift of the entire Alumni Association. The liberal support of Eastern's graduates has also helped to make possible the new stadium. But far more difficult to measure and yet far more valuable has been the whole-hearted support, the constant loyalty and the enthusiastic cooperation which they have ever manifested for their Alma Mater.

And now, as Eastern is completing her thirtieth year of teacher-training, she is looking forward to graduating the largest class in her history. She will soon place her banner at their head and lead them in academic procession to their places in the front of the auditorium, beautifully decorated in their honor. Amid the cheers of over a thousand friends she will confer upon them their cherished degrees. Then to the strains of "Alma Mater" she will send them forth, and her lamp will continue to light the way for them as they take their places among her other sons and daughters.

Appendix F contains the two-year alumni previous to 1925, and Appendix G contains a directory of the four-year graduates to date. Due to lack of information and present addresses for a large number of the two-year graduates, it was found impossible to give individual and detailed training and experience data as are given for the degree graduates. It is hoped, however, that such information can be collected and made available in the very near future and that a complete and descriptive directory of the two-year graduates can be published.

OLD CENTRAL UNIVERSITY

Founded in Richmond in 1874 by the Kentucky Synod of the Southern Presbyterian church. The campus and properties of Central University were later transferred to the Commonwealth of Kentucky for the establishment of the Eastern Kentucky State Normal School, now the Eastern Kentucky State Teachers College. This building is now occupied by the Model High School of the college.

# CHAPTER XV

## CENTRAL UNIVERSITY

By Jonathan T. Dorris

As was particularly indicated in Chapter II, another higher institution of learning, called Central University, existed in Richmond prior to the founding of the Eastern Kentucky State Teachers College. It is proper, therefore, that this book contain an account of the earlier school, since its existence largely determined the location of the later institution and especially since its campus and buildings became the possessions of the Teachers College.

The University was a denominational school established in the early 1870's by those Presbyterians of the State who had objected to certain political policies of their General Assembly during and immediately after the Civil War, and who finally became a separate organization without schools and without places of worship. It is fitting, therefore, that a brief statement be given concerning the circumstances which produced a division in the Presbyterian Synod of Kentucky.

### The Schism in the Presbyterian Church[1]

When the General Assembly of the Presbyterian Church convened in Philadelphia in May, 1861, the Confederate States of America had already been formed and the Civil War begun. The Assembly was strongly pro-Union, and, in recognition of the seriousness of the situation, it passed a resolution, by a vote of 156 to 66, fixing the next fourth of July as a day of prayer for the United States and declaring the Church's obligation to support the Federal Government during the struggle of the Confederacy for independence. This action of the majority of the Assembly was regarded by the minority as contrary to the constitution and tradition of the Presbyterian Church, which they said, had always stood for the separation of church and state

[1] The writer has published a much longer account of Central University in the April, 1934, number of the Kentucky *Historical Society Register*, which also contains a complete list of the faculty and graduates of the University and the bibliography used in preparing the account. One hundred reprints were published.

and for aloofness from political controversies. Fifty-eight dissenters, thereupon, entered a formal protest against the action of the assembly. It should be noted, however, that the Southern Presbyterians admitted their differences with the Northern Presbyterians on the subject of slavery as well as on the subject of political affiliations.

During the Civil War the Presbyterian Church of the Confederacy comprised only those synods in the eleven seceded States. The synods in the slave States which did not secede remained loyal to the Presbyterian Church North. The Kentucky synod, for example, in 1861, deplored the separation and declared its adherence "with unbroken purpose to the Presbyterian Church in the United States of America." It did not take this stand, however, until it had disapproved the action of the General Assembly at Philadelphia in committing the Church to the support of the Union. The General Assembly did not allow this disapproval to pass unnoticed. At its next meeting (1862) it condemned the synod's criticism and thereby further irritated a large majority of the Kentucky membership, whose disaffection increased to the end of the conflict.

Now that the Civil War was over and the Union preserved, the actual division in the Kentucky synod might not have occurred if the General Assembly had not continued its policy of sanctioning actions of the Federal Government and trying to make all units of the Church conform to the Assembly's mandates.

Finally the Kentucky Synod (October, 1866), disregarded the will of the Assembly by seating certain condemned representatives of the Louisville Presbytery. This caused Dr. Robert J. Breckinridge and thirty-odd other commissioners who were in sympathy with the Assembly to withdraw from the synod. The remaining delegates (about 108) still declared their loyalty to the Presbyterian Church North, but they continued to protest against the policies of its General Assembly. The separation in the synod, however, was soon entirely effected, for in 1867 the northern Assembly declared the seceders, that is, Dr. Breckenridge and his followers, to be the true synod of Kentucky. There were now two Presbyterian synods in Kentucky. The one sympathizing with the late Confederacy hastened to recog-

nize the separation declared by the northern General Assembly and in November, 1867, applied to the southern Presbyterian Church for union with it, being admitted in 1868. Now a question arose concerning the ownership and use of the property belonging to the Church before the separation.

### A New University Founded

Prior to the division of the Presbyterians in Kentucky, Centre College and the Presbyterian Seminary in Danville, Kentucky, were the higher institutions of learning under the control of the synod of the State. Centre College had been founded in 1819 by certain conservative religious elements in the State, who were not in sympathy with the very liberal ecclesiastical views of President Horace Holley and his administration of Transylvania University at Lexington. The young college was so badly in need of funds that, in 1824, it gave the synod the right to elect its board of trustees for the synod's contribution of $20,000. The charter of the college was properly amended by the State Legislature to include this arrangement. Henceforth Centre College was virtually under the control of the Presbyterian synod of Kentucky.

As one might expect, when the Presbyterians of the State divided, each synod claimed the right to elect the trustees of Centre College, and proceeded to do so. The Northern General Assembly, of course, recognized the trustees of its synod. The Southerners, having a considerable majority in the State, undertook to have the Legislature modify the charter of the college so as to give their synod the right to elect the trustees; but their measure failed in the Senate. Then they resorted to the courts, refusing at the same time to join the other synod in some form of joint control of the college, or in a division of its assets. But in every effort the courts "gave the college to the original synod . . . as having steadfastly adhered to the original General Assembly," whose synodical contract with the college in 1824 was declared valid.

The southern Presbyterians of Kentucky now determined to found a college of their own. Accordingly, in May, 1872, a number of ministers and laymen, many of whom had been students at Centre College, organized the *Alumni Association of Central*

*University.* Soon thereafter a charter was obtained providing for Central University, whose government was placed in the hands of those who had endowed it, who would later become its graduates, and whom the Alumni Association might thereafter elect. The only control given the synod was the election of a teacher of ethics and morals and the privilege of establishing a school of theology as a part of the University. It might also control one of the six preparatory schools authorized by the charter. This made the institution only nominally ecclesiastical and denominational.

The charter of the University provided that the Alumni Association should elect from its members a Board of Curators, who would be responsible for the educational policies, and a Board of Trustees, who would be responsible for the business interests, of the institution. The curators were to elect a Chancellor, who was to be the chief executive of the University and chairman of both Boards. The charter also called for an endowment of at least $150,000. In due time subscriptions totaling $220,000 were obtained, $101,000 of which was subscribed by citizens of Richmond and Madison County, whose early subscription of $50,000, in the words of the first chancellor, "answered the discouragements of those who urged the impossibility of the enterprise, and gave life and success to the work."

Notwithstanding the activity of the citizens of Richmond, who, of course, hoped that their fair city would be chosen as the site of the University, the Alumni Association and contributors to the endowment fund voted, May 13, 1873, to locate the institution at Anchorage. Shortly after this a temporary organization for the school was made in Louisville; but a little later Anchorage was abandoned and other bids for the University were considered. Bardstown and Paris were contestants, and even Danville was mentioned. Richmond, however, was the strongest bidder, and when a permanent organization was made at that place late in 1873, it was chosen as the location for the University. Then and there it might be said, the subsequent location of the Eastern Kentucky State Teachers College was largely determined.

At the time the Association selected Richmond as the location for the University, it elected the Boards of Curators and

Trustees, and instructed them to open the institution for instruction in September, 1874. The task which these boards had to perform on such short notice was a difficult one indeed, since a severe financial panic had broken over the Nation in 1873. But the seemingly impossible task was performed, and September 22, 1874, found the University ready to begin, with a handsome four story building, a student body and a faculty and other necessities for college and secondary education. The first exercise was the dedication of the new building and the inaugural addresses of the chancellor and the president. The program was held in the chapel provided for such occasions. "Wind and weather were favorable," according to the Richmond *Kentucky Register,* "the day was bright and beautiful, and a more auspicious beginning could not have been asked."

The opening address was delivered by Chancellor Robert L. Breck, who sketched higher educational movements in Kentucky from Daniel Boone until his own time, when the occasion seemed to warrant the establishment of another higher institution of learning. His closing words rang out as follows: "We stand today in triangular position towards the two institutions [Centre College and Transylvania University] we have reared in the past, in which we have left our labors and our means . . . We have no quarrel with those institutions; we enter the great and open field in generous emulation. We fling to the breeze our banner bearing the words we have put on the tablet in front of this edifice, *Lex, Rex—Crux, Lux.* We have no sectarian or partisan ends to accomplish here. These are our only distinctive principles: *The Law is our King, the Cross is our Light*—principles brought with us out of the experience of the past, and especially out of the struggle from which we have just emerged; principles which are the foundation of all civil and religious liberty. We ask a fair judgment of what we have done and patience in the perfection of our work."

The Curators had elected Rev. J. W. Pratt, D. D., president of the faculty of the college in Richmond, who followed Chancellor Breck with his inaugural address. Dr. Pratt was not only a scholar, but he was also a teacher of many years' experience, and had held before coming to Richmond a professorship of English in the University of Alabama. His address was a most

scholarly oration, which would have done credit to a savant of any university in America. After reviewing the whole field and the processes of higher education, he suggested a vision and program for Central University worthy of the most enthusiastic support. His stirring appeal for funds was supported with lucid illustrations from history, and his long inspiring peroration undoubtedly carried his audience to heights of confidence in the future of the University.

According to the *Kentucky Register* of Richmond for September 25, 1874, "At the close of President Pratt's address the audience was dismissed, to be reassembled in the evening at 7 o'clock." At that time Hon. W. C. P. Breckinridge, President of the Alumni Association, addressed the people, and "At 9 o'clock the assembly was dismissed, and Central University was launched upon the great tide, freighted with the hopes of many anxious hearts."

## THE UNIVERSITY

No catalog of Central University was published in 1874, the year of its opening. Instead, long narrow sheets, or bills, announced a College of Philosophy, Letters, and Science, a College of Law and a Preparatory Department, in Richmond; a College of Medicine, in Louisville; and a few other points of interest about the University. Not until 1875 was a catalog published giving more information about the institution.

The faculty of the liberal arts college and its preparatory department consisted of eleven men, including the chancellor, who also taught. Two of the number were in charge of the preparatory work, but they were surely assisted by regular members of the college staff, since there were eighty-one students in the academy and only thirty-six in the college. Only four students registered in the College of Law and 103 in the College of Medicine, making a total of 224 in attendance the first year.

The members of the faculty were well prepared, for that time at least. The chancellor and president had received the honorary degree of Doctor of Divinity; six others had the Master's degree; and the remaining three held the Bachelor's degree. In later years the academic training of the faculty was much higher. In the middle nineties, for example, there were five teachers who had received the degree of Doctor of Philosophy.

According to Chancellor Breck, Thomas William Tobin, of the chair of physics, "shed greater luster upon the University" than any other instructor. He was an Englishman and "a Queen's Medalist in the British Government's School of Mines and Art." This gifted young man came to Richmond in 1877 and remained three years, during which he exhibited extraordinary ability as a teacher, as a speaker, and even as an inventor in the field of physics. The catalog for 1877-78 gives a description of a "sine pendulum" which Tobin had invented. The four pages devoted to this scientific apparatus were taken from the *Journal of the Franklin Institute*, of Philadelphia.

On the resignation of Dr. Pratt in 1879, Rev. J. V. Logan, D. D., the synod's Professor of Ethics and Biblical Literature of the University, was chosen president of the College of Philosophy, Science and Letters. Dr. Logan remained in that position until the end of the institution in Richmond. He and Rev. L. G. Barbour, M. A., Professor of Mathematics and Astronomy, served the University throughout its existence. Other teachers who served the University for long periods were J. T. Akers, Ph. D., who was Professor of Languages from 1884 to 1901; and W. M. Wilson, M. A., Professor of Greek Language and Literature, who came in 1874 and remained until 1892. The student body was always small, and, since the teachers usually remained a long time, there existed a wholesome relationship between student and teacher that was productive of the best results.

Only the salaries of the teachers in Richmond will be considered. To be sure, they were never large. The meager income of the school kept them small. Even at their highest, which was in the nineties, they ranged from about $700 to $1,200 a year, paid quarterly. The most the chancellor ever received was $1,600. During the last two or three years of the school's existence, when funds were becoming less adequate, the teachers' salaries, with perhaps one exception, were reduced. When the amounts which were irregularly paid the chancellor for the last three years are averaged, it appears that he received about $1,400 a year during that time. The free use of the four two story brick residences, built on the campus in 1874, must not be forgotten: but not every teacher enjoyed that privilege. The residence

built for the chancellor in the early eighties is now a rather spacious home for the president of the Teachers College.

The equipment of the University was only fair. It could not have been entirely satisfactory with the limited funds available. Yet it compared favorably with that of many of its contemporaries. The main building, now called University Hall, was a four story structure containing the chapel, library, laboratories, and classrooms. It was built in 1874 at a cost of about $30,000, and is even now one of the most handsome buildings on Eastern's campus. At present it houses the Junior and Senior High Schools of the Teachers College. The dormitory, preparatory school, and gymnasium, built in 1883, 1890, and 1899, respectively, will be mentioned later.

There were only about 1,000 books in the library, in the beginning, and they had been donated. This number increased rather slowly through other donations, the largest of which was the library of Rev. R. W. Landis, of Danville, Kentucky. This gift, in 1884, of nearly 3,000 volumes, though mostly on theology, was greatly appreciated, as was indicated in the catalogs for many years thereafter. The librarian was a regular member of the faculty.

The first catalogs were non-committal on the subject of admission to the College of Philosophy, Letters and Science. By the eighties, however, rather specific conditions were announced, which included a certificate of good moral character and of honorable dismissal where the student came from another institution. In addition to this the applicant was obliged to stand an examination in courses previously pursued. In 1890 the catalog announced admission without examination where the student was a graduate of a recognized high school. This catalog listed seven public high schools and seven private academies in the State whose graduates were admitted without examination. Apparently this list of accredited preparatory schools increased very slowly.

In this connection it might be noted that college students were required to take two general written examinations every year, one at the close of each semester. The final grade was "determined from the record of recitations and the marks of examination papers."

The curriculum of the college was rather limited. Latin, Greek, mathematics, logic, physics, English, rhetoric, French, ethics, phychology, chemistry, German, evidences of Christianity, mineralogy, and astronomy are listed in the first catalog. Not until 1886 were electives offered and then only in the last two years. The catalogs thereafter mention courses in history, political science, commercial science, and, beginning in 1892, military science. The degrees of Bachelor of Arts and of Science were conferred at the outset, and in 1921 an arrangement was

THE PRESIDENT'S HOME

made to confer the degree of Bachelor of Letters when English and history were substituted for Greek and part of the mathematics and science. On the satisfactory completion of an additional year's work and an acceptable thesis in any one of these three departments, the candidate received the Master's degree, providing he had at least an average of eighty-five in his studies for the Bachelor's degree. The customary honorary degrees were also conferred.

Honors and prizes were awarded for merit in scholarship. The policy of awarding medals was applied in every division of the University throughout its history. The honor students were

classed in two divisions: those who received grades of 95–100 and those who received grades of 90–95 in their studies. A student was mentioned in the "Honor Roll" even though he received a high grade in only one subject. Those students who averaged ninety or more and those who averaged ninety-five or more, respectively, had *magna cum laude* and *summa cum laude* inscribed on their diplomas.

The College of Law had a president, as did the other colleges, and at least one other instructor. The enrollment was so small that it was discontinued in 1880, there being only one student enrolled the previous year. It was opened again in October, 1897, and continued until the end of the University in Richmond; but its enrollment never exceeded eight students at any time. The teachers were practicing attorneys of Richmond. The plan to establish a theological seminary in Richmond did not materialize; instead the officers and friends of the University assisted in the establishment of the Louisville Theological Seminary in 1893.

Since a teachers' college superseded the University in Richmond, some mention should be made of the efforts of Central University to prepare teachers for the public schools. The first effort of this sort appears to have been made in 1890 when a course for teachers was announced as "beginning each year [on] March 1st, and continuing ten weeks." Three years later a special four weeks' summer course was offered. In 1896 the University again expressed its desire to draw closer to the great body of public school teachers in order, as it announced, to "make common cause with them in developing and perfecting our Public School System." "To give evidence of its desire to extend its usefulness among" teachers it offered courses running "from March 1st to May 1st," and intended "primarily for the teachers of the country schools . . ." Other arrangements were also announced as being made to prepare teachers for high school positions. Thus it is seen that the first work in training public school teachers in Richmond was done by Central University.

It is important to note that the University became co-educational in the nineties. At first the movement was experimental and only young women from Madison County were admitted.

The plan was regarded so favorably that the institution was made entirely co-educational in March, 1898.

The first graduating class was in 1876 when four students were awarded degrees by the College of Philosophy, Letters and Science.[2] Two of these graduated from the University's College of Law the next year. The graduating classes were never very large. The average was slightly more than twelve, since the total for the College of Liberal Arts was 302, according to the available records. This number does not include those receiving the Master's degree, of whom there were from one to two (at one time three) nearly every year beginning in 1884. Sometime in the eighties diplomas began to be awarded those students who had completed the work in any of the departments of the college but did not have enough credits for a degree.

Space permits only a brief statement of the medical schools in Louisville. The College of Medicine was established in 1874 and the College of Dentistry in 1886. It appears that these colleges always maintained a high standard of instruction and equipment, which might be expected since their staffs comprised as good physicians, surgeons and dentists as Louisville afforded. Students attended from all over the United States and even abroad. It appears also that there was not the difficulty in financing the Louisville schools that was experienced in maintaining those in Richmond. This was due to the fact that the receipts from tuition were greater in Louisville and also to the additional fact that the instructors in Louisville were practicing their respective professions, as is so often true with teachers in medical schools.

Over all these units of Central University—colleges of art, law, medicine, and dentistry, and the four preparatory schools—there was one coordinating administrative body, *viz.*, the Boards of Curators and Trustees (after 1884 Curators only), whose chancellor was the chief executive of the whole system. Each college had its own president and each preparatory school its own principal, whose duties, of course, were those common to the office of president or principal in such an educational system. There were also in the background the Alumni Association of

[2] It appears that French Tipton, who later edited a newspaper in Richmond until his death in 1901, received a diploma from the College of Law in 1875.

Central University and (after 1884) the synod of the Presbyterian Church South, which were the primary sources of administration in the University. The duties of the chancellor took him occasionally to each of these institutions, whose condition he reported to his superiors.

### STUDENT LIFE AND ACTIVITIES

The students of Central University enjoyed privileges common to college life at that time. The administration always manifested concern for their spiritual and moral welfare. They were "required to attend daily morning prayers in the chapel, and public divine service in some of the churches, at least once on each Sabbath." When parents did not indicate what church they desired their sons to attend the faculty determined the choice. An early catalog states that the chancellor was expected to "give special attention to the religious wants of the students, preaching to them, and otherwise laboring for their good . . ."

A Young Men's Christian Association was organized during the year 1880-81. It had "regular weekly devotional meetings," and soon maintained a "reading room supplied with a good selection of periodic literature." Its *Student's Hand Book* appears among the list of college publications.

Two literary societies were organized the first year; they were known as the *Epiphyllidian* and the *Walters*. The latter soon took the classical name of *Philalethean*. A wholesome rivalry existed between them, which was keenest when inter-society contests occurred. Medals were awarded and the winners represented the University in State contests. The organizations enjoyed the use of well furnished halls.

In 1892 the societies formed an *Inter-Society*, with a constitution to govern their relations, especially in literary contests and in the management of student publications. The training received in these activities was very practical. The constitutions and by-laws of the three organizations were well prepared and comprehensive in their scope. The fines for non-performance of duty were rather severe. A member, for example, who failed to subscribe in due time for one of the student publications was obliged to pay double the subscription price; and a business

manager of this publication who failed to publish the name of an expelled member of a society was fined three dollars for every omission.

In 1883 the students began the publication of a monthly magazine called the *Atlantis*. It was to cooperate in the management of this student enterprise that the literary societies formed the *Inter-Society*. The *Atlantis* contained such student and faculty contributions as merited publication. On the whole, it was a very creditable magazine.

On February 13, 1897, appeared the first issue of the *Central News*, a college weekly newspaper, usually of four, sometimes more, pages. It resembled very closely the *Eastern Progress* now published on the same campus. Apparently when the *Central News* began, the *Atlantis* became more nearly what it was originally intended to be—"a magazine of college literature". The students printed the *Central News* on their own press, which they operated on the campus.

By 1895 the senior class of the University was publishing a year-book, or annual, called the *Cream and Crimson*. It improved from year to year in form and content, the last volumes being especially creditable.

There was the usual interest in athletics. It was not until the school year 1889-90, however, that anything like a gymnasium was provided. This was a small two story brick building the upper story of which was fitted up as a gymnasium. The lower floor was used by the Preparatory Department. As might be supposed, this equipment for physical training was inadequate. In 1899 another building, purposely planned "for the pleasure and health of the students," was constructed. It was called the Miller Gymnasium in honor of its chief donor, Mrs. Sarah A. Miller, of Richmond. The other building was used thereafter by the Preparatory Department and the Young Men's Christian Association. This gymnasium burned in 1920.

The University employed a director of physical training, and apparently won her share of the games with other schools. Her greatest rival, as might be guessed, was Centre College at Danville. When a "C. U." team played Centre College the interest was intense; and when "C. U." won, her team was

"toasted and feasted" in great fashion. Such was the case in 1893 when Central University defeated Centre College for the state championship in football by a score of 20 to 18. This game was on a neutral field in Lexington, and was described by the Louisville *Courier Journal* as "the greatest football game which ever took place in Kentucky in point of interest if not in sport . . ." The "Cream and Crimson" of Richmond had given the "Orange and White" of Danville their first defeat in three years.

The interest in physical training was augmented by military training, which was introduced in 1892. The work was directed by a regular army officer detailed by the United States War Department. In time there were two companies of infantry and one of artillery on the campus at Richmond. They were officered by juniors and seniors who had qualified while they were underclassmen. The uniforms, arms, and cannon added much color to campus life. The visiting committee of the synod reported in October, 1895, that "It was gratifying to note a decided drift of sentiment away from inter-collegiate ball contests toward military drill . . ." The Central University battalion made an "excellent showing . . . in the reproduction of the battle of Perryville, which took place in Louisville," in the autumn of 1900.

During the early eighties social fraternities appeared. Chapters of Zeta Sigma Nu, Sigma Alpha Epsilon, Phi Delta Theta, and Delta Kappa Epsilon were organized. Some other student organizations were the Mandolin Club, the Athletic Association, the Bicycle Club, the Ananias Club, the Cotillion Club, the Epicurean Club, the Lawn Tennis Association, and the Students' Club.

Until 1883 students were obliged to depend entirely upon the good will of the citizens of Richmond for lodging and meals. Members of the faculty, of course, often shared their homes with students. In 1882 the synod, realizing the need of more satisfactory accommodations, authorized the chancellor "to raise $15,000 to erect a dormitory on the grounds of the University . . ." By the opening of school the next year a modern student home—for that time at least—costing, with furnishings, about

$20,000, was ready for use. The dormitory was named Memorial Hall in commemoration of the hundred years of service of the Presbyterian Church in the State.

Space forbids any lengthy account of "college life" at Central. Suffice it to say there were the usual variations in interest and excitement so often concomitant with regular student activities. With literary society and class rivalries, with spirit engendered by athletic contests, with friction occasioned by conflicts between "town and gown," and with the natural exuberance of youth, the atmosphere of Richmond was often saturated with such evidences of "college life" as were common to the last quarter of the nineteenth century. When it is related that the colors of the sophomores were torn from the flagstaff on University Hall one morning in March, 1900, by the three other classes, in spite of stubborn resistance, and that the colors of the seniors were torn from the same high point on the following morning by freshmen and juniors, after they had overcome the valiant sophomores and seniors, one wonders in what condition the building must have been left, and whether the University did not need a hospital corps with its military unit. And again when it is related that, after such a victory as that in football over Centre College in 1893, the students simply "took the city of Richmond"—the citizens apparently very willing—and gave such a demonstration that college halls and town shops and stores reverberated for days with triumphant shouts over the "Battle of Lexington," one appreciates something of the spirit at Central University which was so often vociferously expressed in the full virility of young manhood.

### The University High Schools

The charter of the University provided for six preparatory schools. Only four, however, were ever established. The first began its existence on the campus at Richmond in 1874. Its students shared in the privileges of the University. Four years of study were offered, including courses in English, Latin, Greek, and mathematics. In time the curriculum was enlarged to include history and bookkeeping.

In 1890 another high school, known as Jackson Collegiate

Institute, was established at Jackson in Breathitt County. This school served a much felt need in that part of the State and soon became an institution of considerable consequence. Besides the regular preparatory subjects it offered both primary and intermediate grade work. One of the most valuable features was the "Normal Course" for the training of teachers. Nine students are reported in 1892 as having finished the normal course, and twenty in 1898. In 1897 the Jackson school was given the name of "The S. P. Lees Collegiate Institute," in honor of Mrs. S. P. Lees of New York City, a native of Kentucky, who had been donating generously to the support of the institution.

A third high school, known as Hardin Collegiate Institute, was established at Elizabethtown in 1892. It resembled the one at Jackson but it never became so prominent. A "Teacher's Normal Course," was offered and the Institute was not long in obtaining a suitable building for its work. In 1896 the Board of Curators established a fourth preparatory school at Middlesboro. This institution, known as the Middlesboro University High School, occupied a handsome building of some forty rooms, which the citizens of the town gave the University.

The striking feature of all these preparatory schools was the training in military science, as the work was often called. It appears that the Federal Government furnished the guns, belts, etc., and the citizens sometimes furnished the uniforms. Central University evidently believed in military training.

## UNION WITH CENTRE COLLEGE

There were speculations at the outset that Central University would not exist very long. Chancellor Breck wrote a short while after his resignation that "much angry dissension was stirred up by competitive struggles for the location, which afterwards made difficult the work of those to whom the organization was committed, and embarrassed the University throughout the earlier years." The panic of 1873 and the financial depression of the ensuing years were also obstacles in the way of a new enterprise supported voluntarily. As might be expected, the courts were resorted to in the collection of some subscriptions. Undoubtedly the lean years following the panic of 1873 reduced payments.

Chancellor Breck, being in poor health and believing that some one else could direct the administration better, resigned in 1880. By that time the institution was in a very precarious condition. Attendance had declined every year since the opening, and there was on hand "not a dollar of invested funds" and only a small amount of unpaid notes and subscriptions. In Richmond were one large college building and four residences for teachers, all of which the University had acquired at the beginning. In Louisville was a fair equipment for a medical college.

The Rev. L. H. Blanton, Pastor of the Presbyterian Church of Paris, Kentucky, succeeded Dr. Breck. It requires little effort to appreciate the great task which confronted Dr. Blanton when he came to Richmond in 1880. For twenty-three years he had been a minister, the most of that time in Paris, where he owned his home and received a salary in excess of what he received part of the time as chancellor of the University. It must be said that whatever growth and achievement the University enjoyed during the remainder of its existence were due in large measure to his energy and ability.[3]

Chancellor Blanton began at once to devise means of creating a substantial endowment. With the support of the synod, he had subscriptions totaling $50,000 by 1882, when he suspended further efforts, as he said, on account of "the severe drought and consequent failure of crops" of that year. It was not long, however, until he began solicitations again but with only fair results.

The new administration experienced an increase in attendance. In two years the enrollment doubled, with 163 of these students at Richmond. The faculty was also enlarged, and apparently the University was growing in public favor. But the necessary endowment remained unachieved. Mr. S. P. Walters had offered $25,000 to endow a chair in mathematics on condition that $50,000 additional be subscribed. This worthy citizen of Richmond had been a generous supporter of the University from the start and remained so until his death in 1885. Notwithstanding the encouragement occasioned by the Walters'

[3] Dr. Blanton served as chaplain in the Confederate army under Gen. John C. Breckinridge and Gen. Simon Bolivar Buckner.

offer, the campaign moved slowly and only some $30,000 was subscribed, and this sum, apparently, was in the form of one-thousand-dollar scholarships.

While this campaign to increase the endowment was going on, a closer contact between the synod and the University was consummated. It will be remembered that the institution was the creature of the Alumni Association of Central University and the synod of the Southern Presbyterian Church of Kentucky, and also that the charter allowed the synod only the privilege of choosing a teacher of morals and ethics and of establishing a school of theology in the University. Chancellor Blanton very early manifested a desire to bring about a closer relationship between the University and the synod, which, he believed, would contribute more to the prosperity of the institution than existing conditions. At his suggestion, therefore, the synod adopted the policy in 1882 of appointing a committee to visit the University annually and report its condition to the synod. The catalog for each year thereafter published the report for that year.

This synodical contact undoubtedly proved beneficial to the University, but it was merely the first step in the direction of a still closer relationship between the University and the synod. It will also be recalled that to the Alumni Association was reserved the privilege of choosing the Boards of Curators and Trustees of the institution, thereby making the University only nominally denominational. This was to avoid the church control, which existed in the administrative structure of Centre College, and which the southern Presbyterians believed was responsible for their loss of that institution. But so great was the need of money in the early eighties that a desire arose to allow the synod the privilege of electing a board to administer the affairs of the University. It was argued that, with the synod in control of the electorate, more funds could be obtained for the institution.

It is significant to note that between 1880 and 1884 a gesture was made to bring about a union between the University and Centre College. Apparently, a few people had come to believe that "a consolidation with Centre was approaching and that it would be an advantage if both schools were on a similar basis."

The synodical visitations provided in 1882 might be regarded, though perhaps not intended to be such, as an initial step in that direction. At any rate, an agreement was made in 1884 between the University and the synod whereby the charter was amended to provide for the synod's election of a board of fifteen curators to take the place of the other two boards. The synod, however, was obliged to choose two-thirds of the curators from the membership of the Alumni Association. But no longer was the University "nominally denominational"; thereafter the influence of the synod in the affairs of the University was considerable.

There now existed a relationship between Central University and the Southern Presbyterian Synod of Kentucky similar to that established in 1824 between Centre College and the Presbyterian Synod of the State. The Southern Presbyterians had regarded such relations as contributing to their predicament during their controversies with the Northern Presbyterians of the State, and had refused to allow synodical control of the University at the time of its organization. But now that policy was practically abandoned, and henceforth the southern synod was a potent factor in determining the destiny of Central University, as the older synod had influenced Centre College.

Following the reorganization of the forces supporting the University, there was a period of prosperty, which promised, for a time at least, to insure the institution an indefinite existence. But the panic of 1893 cut short this prosperity. Subscribers to the endowment defaulted in their payments, and losses to the school aggregated $50,000

The University felt this blow keenly; but there were other conditions even more discouraging. By the late nineties competition from the other Blue Grass colleges began to tell on the Richmond school, which was the youngest institution of all. Furthermore, with the dawn of the twentieth century, the vision of the magnitude of the task of higher institutions of learning impressed the leaders in the college field with the necessity of an ever increasing demand for funds. As one might expect, therefore, Presbyterians in Kentucky came to appreciate the urgent need of uniting their resources in the support of one higher institution of learning. But which should it be, Central University or Centre College? Notwithstanding Central's worthy achieve-

ments, Centre's longer history and numerous and illustrious alumni caused her to be regarded by many as the school which should survive. This meant, of course, that Danville would gain and Richmond lose in the union. The citizens of Richmond could not know then that this loss would make possible their gain of a state teachers' college in 1906, which would surpass anything that Central University was ever likely to become.

The one great factor, however, in bringing many friends of Central University to the point where they approved consolidation was the difficulty of financing the central school in Richmond. The others apparently could get along with local support, and where deficits occurred, as in the case of the school at Jackson, there were friends who always came to the relief. The tuition of the Louisville colleges helped them to be self-sustaining; but it was not so at Richmond, where the enrollment fell off every year after 1893.

The total amount for all purposes—buildings, grounds, etc. —subscribed to the University during its existence was well under $500,000, but much of it apparently was never paid. The accounts show charges of subscriptions with no credits of payments on the principals. The rate of interest paid on subscription notes was sometimes as low as three per cent. From June, 1895, to July, 1901, there was only $104,076 cash received from every source, and the closed account for this period shows a deficit of $85.46. During these last six years the Richmond school had been run on about $17,000 a year, and yet it was the main unit of a University!

When the whole situation is understood, one is not surprised to find sentiment in favor of the consolidation of Central University and Centre College crystallizing into action. Conferences back in the nineties had been held looking toward the union of the two institutions. At one time representatives of Centre College refused to accept a proposition to raise $70,000 in Madison County to meet the expense and the loss to Danville of moving Centre to Richmond. Centre College adherents, most naturally, never entertained a union of that sort. They were determined that, if consolidation was to be effected, Danville would be the recipient. During the school year of 1900-01 the

movement toward union developed rapidly. Finally the boards and some friends of the two institutions held a joint meeting and apparently unanimously agreed upon the terms of union.

The main provisions of the agreement were that the movable assets of Central University should become the property of Centre College, which would assume the name of *The Central University of Kentucky*. (The name Centre College was restored by the Legislature in 1918.) In brief, Central University at Danville assumed all the responsibilities which had formerly rested on both institutions. The act of consolidation further provided that the Board of Trustees of the new university should consist of an even number of persons, one-half of whom should be elected by the Northern and the other by the Southern synod.

Thus forty years after the action of the General Assembly at Philadelphia, which was the entering wedge that ultimately divided the Presbyterians of Kentucky and which was also the beginning of a movement that finally produced Central University, the spirit of unification had gained sufficient strength to rally the cohorts of Kentucky Presbyterianism to reunite their resources in the support of one first class higher institution of learning. The citizens of Richmond felt, of course, that they suffered an irreparable injury in the union, but to them were left buildings and grounds which in five short years attracted a school whose resources, advantages and economic worth soon became more than a satisfactory compensation for the loss of Central University.

# APPENDIX

## A

## THE TRAINING SCHOOL STAFF—1906–1936

By Richard A. Edwards

Col. Edgar Hesketh Crawford. January, 1907 to 1908. Director.
A. M. Baptist College, Bardstown, Ky.

Ira Waite Jayne. 1908-09. B. A. Director.

E. George Payne. 1909-10. Director.
Ph. D., University of Bonn.

President J. G. Crabbe. 1910–1916. Director.
A. B., A. M., Ohio Wesleyan University.

President T. J. Coates. 1916–1918. Director.
A. B., A. M., Southern Normal School, Bowling Green, Ky.

Richard A. Edwards. 1918–1936. Director.
A. B., University of Kentucky; A. M., Columbia University. On leave 1924-25.

M. E. Mattox. 1924-25. Acting Director.
B. S., M. A., George Peabody College for Teachers.

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David Caldwell MacBryde. 1907–1911. Principal of High School.
A. B., Washington and Lee University.

Howard Dwight Billman. 1911-12. Principal of High School.
A. B., Dartmouth College.

J. H. Hoskinson. 1912–1914. Principal of High School.
A. B., A. M., Indiana University.

Paul A. Greenamyer. 1914-1915. Principal of High School.
A. B., Oberlin College.

Homer W. Dutter. 1915–1917. Principal of High School.
A. B., Indiana University.

C. H. Moore. 1917-18. Principal of High School.
A. M., George Peabody College for Teachers.

G. L. McClain. 1920–1922. Principal of High School.
A. B., University of Kentucky.

Samuel Walker. 1930–1935. Principal of High School.
A. B., Maryville College; A. M., University of Kentucky.

J. Dorland Coates. 1931–1935. Manual Arts and Science.
Principal of High School 1935-1936.
B. S., Eastern Kentucky State Teachers College; M. S., George Peabody College.

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Mrs. Mary Logan Sanderson. 1907–1909. High School Assistant and Preceptress. A. B.

C. R. Bush. 1909-10. A. B. High School Assistant.
Robert W. McCullough. 1910-11. High School Assistant.
Ph. B., Baldwin University.
Sussie M. Ames. 1913–1915. High School Assistant.
A. B., Randolph Macon Women's College.
Ella M. Hanawalt. 1915–1920. High School Assistant.
A. B., University of Michigan.
Van Greenleaf. 1918–1920. High School Assistant.
Graduate Eastern Kentucky State Normal School.
Jesse Newell. 1920-21. High School Assistant.
B. S., George Peabody College for Teachers.
Eugenia Lemon. 1921-22. High School Assistant.
A. B., University of Louisville.
Cora K. Lee. 1925–1936. English.
Graduate of Western Kentucky State Normal School; B. S., George Peabody College for Teachers; A. M., Columbia University.
Ruby Rush. 1926–1936. Latin.
A. B., University of Kentucky; A. M., Columbia University.
Rachel Acree. 1927–1929. Household Arts.
A. B., University of Kentucky.
Elizabeth Maddux. 1929-30. Household Arts.
B. S., George Peabody College for Teachers.
Mary L. Adams. 1930–1936. Household Arts.
B. S., University of Kentucky; M. A., Columbia University.
Virgil Burns. 1930-31. Social Studies.
Graduate of Western Kentucky State Normal School; A. B., University of Kentucky; A. M., Columbia University.
Wilson K. Boetticher. 1930-31. Science.
Ph. B., University of Chicago.
P. M. Grise. January, 1930–1936. English.
A. B., Western Kentucky State Teachers College; A. M., George Peabody College for Teachers.
G. O. Bryant. 1930–1936. Mathematics. Graduate Western Kentucky State Normal School; A. B., A. M., University of Kentucky.
Eliza Hanson. 1930-31, Grade VI; 1931–1936, Social Studies.
Graduate Eastern Kentucky State Normal School; A. B., University of Kentucky; M. A., George Peabody College.

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Daisy Greenwood. January, 1907–. Grades VII-VIII.
Margaret T. Lynch. 1907–1910. Grades VII-VIII.
Jenny Lind Green. 1910–1913. Grades VII-VIII.
Graduate Illinois State Normal University.
Minnie Ullrich. 1911-12. Grades V-VI; 1913-14, Grades VII-VIII.
Graduate Milwaukee State Normal School.

Emma Hemlepp. 1914–1916. Grades VII-VIII.
Graduate Eastern Kentucky State Normal School.
Nancy F. Boudinot. 1916-17. Grades VII-VIII.
Graduate Eastern Kentucky State Normal School.
Marguerite Hinckley. 1917–1921. Grades VII-VIII.
A. B., University of Wisconsin.
Edith LeVake. 1922-23. Grades VII-VIII.
Graduate Platteville State Normal School, Wisconsin.
Mary Frances McKinney. 1923–1926. Grades VII-VIII, and IX.
Graduate Eastern Kentucky State Normal School; B. S., George Peabody College for Teachers.

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Wesa Moore. 1906-07, Grades IV-V-VI; 1907–1910, Grades V-VI.
Margaret Black. 1910-11. Grades V-VI.
Graduate Western Illinois State Normal.
Carolyn B. Jacobi. 1911-12. Grades V-VI.
Graduate Oshkosh State Normal School, Wisconsin.
Estelle Heald. 1913–1918. Grades V-VI.
Graduate State Normal College of Ohio University.
Vernon Horn. 1918–1920, Grades V-VI; 1920-21, Grades VII-VIII.
A. B., Wesleyan College, Georgia.
Florence Lewis. 1920–1922. Grades V-VI.
Graduate Sue Bennett Memorial School.
Mrs. Gladys P. Tyng. 1922–1925, Grades V-VI; 1926–1929, Grade VI; 1920-21, Grades I-II; 1921-22, Grades VII-VIII. On leave 1925-26. Graduate Eastern Kentucky State Normal School; B. S., George Peabody College for Teachers; A. M., Columbia University.
May Powell. 1924-25, Grades VII-VIII; 1925-26, Grades Va-VI; 1926–1929, Grade V. 1927-28, on leave first semester; Grade IV, second semester. Graduate Eastern Kentucky State Normal School; B. S., George Peabody College for Teachers; A. M., Columbia University.
Rebecca Thompson. Second semester, 1926-27, IV; 1927-28, Grade V. B. S., George Peabody College for Teachers.
Annie Kate Lockard. 1929-30. Grade V.
B. S., George Peabody College for Teachers.
Katherine Conroy. 1929-30. Grade VI.
A. B., University of Kentucky.
Anna A. Cox. 1930-31. Grade V.
Graduate South-West, Missouri, State Normal School; B. S., M. A., Columbia University.
Annie C. Alvis. 1931–1936. Grade VI.
A. B., State Teachers College, Farmville, Va.; A. M., Columbia University.

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Alice Lander. January, 1907, Grades VI-VII; 1907–1909, Grades III-IV.
Graduate Eastern Kentucky State Normal School.

Bert Shortt. 1909-10. Grades III-IV.

Hulda A. Dilling. 1910–1916. Grades III-IV.
Graduate Oshkosh State Normal School, Wisconsin.

Pearl Jordan. 1916–1920. Grades III-IV.
Graduate Western Kentucky State Normal School.

Germania Wingo. 1920–1925, Grades III-IV; 1925–26, IV-Vb; 1928–1936, IV. On leave, first semester, 1924-25; second semester, 1925-26; 1927-28; 1930-31. Graduate Farmville, Va., State Normal School; B. S., M. A., Columbia University.

Frances Potter. 1924–1926, Grades II-IIIb; first semester, 1926-27, IIIa-IVb.
A. B., North-East Missouri State Teachers College.

Lena McClister. Second semester, 1925-26, Grades IVa-V; first semester, 1926-27, IIa-IIIb.
B. S., George Peabody College for Teachers.

Maude Taylor. 1927-28. Grade III.
A. B., Kentucky Wesleyan College.

Elizabeth Wilson. 1928–1936. Grade III.
B. S., M. A., George Peabody College for Teachers.

Ellen Pugh. 1930–1936. Grade IV.
A. B., Ohio Wesleyan University; A. M., Ohio State University.

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Lena Gertrude Roling. 1906-07, Grades I-II-III; 1907–1909, I-II.

May Barrett. 1909-10. Grades I-II.

Marianna Deverell. 1910–1912. Grades I-II.
Graduate Illinois State Normal University.

May C. Hansen. 1912–1924, Grades I-II; 1924–1928, I; second semester, 1929-30, II.
On leave, 1920-21; 1928-29; 1st semester, 1929-30; 1930-31.
Graduate Oshkosh State Normal School; B. S., George Peabody College for Teachers; A. M., Columbia University.

May K. Duncan. 2nd semester, 1922-23, Grade II; 1st semester, 1923–1924, III-IV; 2nd semester, 1923-24, II. Graduate Eastern Kentucky State Normal School.

Virginia Story. 2nd semester, 1926-27, Grade III; 1927–1936, II. On leave 2nd semester, 1929-30. Graduate Eastern Kentucky State Normal School. B. S., M. A., George Peabody College for Teachers.

Margaret Lingenfelser. 2nd semester, 1926-27, Grade II; 1st semester, 1927-28, IV; 1928–1936, I; Kavanaugh Rural School, 1923 to January, 1927. A. B., Eastern Kentucky State Teachers College; A. M., Columbia University.

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Mariam Noland. Rural School on the Campus, January, 1918, to June, 1922; Kavanaugh, 1922-23. Graduate Eastern Kentucky State Normal School.

Mayme Ewing. Kavanaugh, 1921-22.
Graduate Eastern Kentucky State Normal School.

Hettie Leathers. Kavanaugh, 1922–1926.
A. B., Eastern Kentucky State Teachers College.

Bernice Champ. Kavanaugh, January, 1927, to January, 1929; Junior High School, 2nd semester, 1928-29.
A. B., Eastern Kentucky State Teachers College; A. M., Columbia University.

Katie Carpenter. Kavanaugh, 1926–1929; Rural Demonstration School, 1929–1936. A. B., Eastern Kentucky State Teachers College; A. M., University of Kentucky.

Jamie Bronston. Green's Chapel, 1923–1925.
Graduate Eastern Kentucky State Normal School; A. B., University of Kentucky.

Mrs. Tom Baxter. Green's Chapel, 1923-24.

Minnie Pigg. Green's Chapel, 1924–1928.
Graduate Eastern Kentucky State Normal School.

Emily Jones. Kavanaugh, 1927-28; Green's Chapel, 1928-29.
Graduate of Eastern Kentucky State Normal School.

Mrs. Emma Y. Case. Green's Chapel, 1925–1929.
A. B., Eastern Kentucky State Teachers College; A. M., George Peabody College for Teachers.

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Anna C. Williams. 1934–1936. Nursery-Kindergarten.
A. B., University of Kentucky.

Anne Shropshire. 1934-1935. Nursery-Kindergarten.
A. B., University of Kentucky.

B

# BIOGRAPHICAL SKETCHES OF FORMER MEMBERS OF THE TEACHING STAFF AT EASTERN

By William J. Moore, Maude Gibson, May C. Hansen

Below are given short biographical sketches of former staff members of Eastern. Because of incomplete records, some, no doubt, have not been included. The data here given do not go beyond the time the instructor left Eastern. Since members of the training school are included elsewhere in this volume, they are omitted here.

ALBERS, VERNON M. A. B., Carleton College, Northfield, Minnesota; A. M., University of Illinois; Ph. D., University of Illinois; part-time assistant, department of physics, University of Illinois, four years; full-time assistant, University of Illinois, one year and two summer sessions. Dr. Albers was teacher of physics at Eastern during the school year 1928-29

BACH, HALLIE DAY. A. B., University of Kentucky; B. S. Pratt Institution, Brooklyn, New York; student assistant, University of Kentucky library; assistant, Girls High School, Brooklyn, New York; assistant, Morris High School, New York City; assistant librarian at Eastern, 1930-31.

BARNARD, BEN H. A. B., B. S.; manual arts and director of athletics, 1913-1917.

BARNES, PAUL A. Certificate and diploma, Cincinnati College of Music, one year at Heidelberg University, Tiffin, Ohio; certificate as pianist from Arnold School of Music, Tiffiin, Ohio; certificate and diploma from Cincinnati College of Music as teacher of public school music; pupil of A. J. Gantvoort in composition and orchestration; pupil of Albino Garno in piano; supervisor of music in Cincinnati; director of music at Eastern 1921-22 and 1924-25.

BARTER, ADA. Librarian, from 1907 to 1911.

BEALL, MARY. Diploma, Mt. Sterling High School; A. B., University of Kentucky; A. M., University of Kentucky; instructor in mathematics in high school for four years; critic teacher of mathematics at University of Kentucky for three years; instructor, in education, University of Kentucky, one summer term; is author of *A Comparison of the Curriculum of the High Schools of Kentucky.* She was mathematics teacher at Eastern 1928-29.

BELL, JANE. Home economics, 1924-25.

BILTON, JEAN FARLAND. Drawing, 1907-09.

BOLDRICK, CLARA. Graduate, St. Catherine's Academy; student, Art Institute of Chicago; student at Teachers College, Colum-

bia University; studio work, two years; instructor of art, Somerset High School, two years; art teacher at Eastern, 1923-27.

BOOTHE, I. H. Graduate, Zanerian Art College; student, National Normal University; student, Southern Normal School; diploma, Eastern Kentucky Normal School, 1910; graduate of Valparaiso University with Bachelor of Pedagogy degree; teacher, public schools in Ohio for ten years; public schools of Kentucky for fourteen years; penmanship and lettering at Eastern, 1906-07; field agent and penmanship, 1909-10; field agent and director of review courses, 1911-12; common school branches and penmanship, 1913-16; mathematics and penmanship, 1916-18; commercial department, 1918-24; mathematics, 1924-28.

BOTTS, ETHEL. Mathematics, 1926-27.

BRESSIE, LORNA. Geography and physical education, 1922-23; geography, 1923-24.

BROCK, H. H. A. B., Transylvania University; correspondence department of Eastern, 1927-32.

BRONSON, MAURINE MAYE. Carleton College, one year; B. Music, Northwestern University Conservatory of Music; voice under Alta Miller; piano under Mark Wessel; composition and theory with Carl Beecher; operative coaching under Oscar Saeger, New York; pupil of Madame Yvonne Course, Paris, France, and Herbert Witherspoon, Chicago; instructor of voice and director of music, Carr-Burdette College, two and one-half years; instructor of voice, Greenbriar College, one year; teacher of music at Eastern, 1930-32.

BRUNER, JAMES D. A. B., Franklin College; Ph. D., Johns Hopkins University; Litt. D., Georgetown College; assistant professor and professor, Romance Languages, University of Chicago, 1894-99; associate professor and professor of Romance Languages, University of North Carolina, 1901-10; five years, president of Chawon College; two years, President of Daughters' College; author, *Chateaubriand's Les Aventurer du Dernier Abencerage, Feuillet's Le Roman du Homme Pauvre, Victor Hugo's Hernani, Corneille's Le Cid,* and *Victor Hugo's Dramatic Characters and Phonology of the Pictorese Dialect;* teacher of English and French at Eastern, 1917-21.

BURNAM, ELIZABETH. Graduate, Madison Institution; four years at New England Conservatory of Music, Boston, Massachusetts; instructor under C. A. White, Signora De Fabrites; one year, teacher of voice and French, Rainhardt College, Waleska, Georgia; teacher of voice and French at Eastern, 1921-23.

CAMPBELL, FALLEN. Student at Eastern Normal School; rural school teacher; county superintendent, Breathitt County, Kentucky; director of Extension at Eastern.

CARPENTER, FLORA. Miss Carpenter taught drawing at Eastern 1909-11. She was author of "Stories Pictures Tell."

CASSIDY, ELIZABETH. American history and sociology, 1906-09.

COATES, T. J. A. B. and A. M. degrees, Southern Normal School, Bowling Green, Kentucky; certificate from Cook County Normal School and Emmons Blaine School, Chicago; sometime student Normal Department of State College, Lexington, Kentucky; graduate Lexington Business College; country school teacher, five years, Pike County; six years, principal graded school, Greenville, Kentucky; twelve years, superintendent, city schools, Richmond, Kentucky; six years, state supervisor of rural education; instructor in more than one hundred county institutes in Kentucky, Tennessee, and Ohio; author of *Elementary State Course of Study, The History of Education in Kentucky,* and *Codification of the Kentucky School Laws.* From 1916 to 1928 Mr. Coates was President of Eastern.

COMPTON, J. O. B. C. S., Bowling Green Business University; student, Western Kentucky State Normal School; teacher, three years public and high schools of Kentucky; head of commercial department, Oklahoma, 1916-1917; taught storthand and typewriting at Eastern from 1919 to 1920.

COMSTOCK, WALLACE H. Manual arts, 1917-1918.

COOPER, HOMER E. A. B., West Virginia University; A. M., Columbia University; Ph. D., Columbia University; rural teacher, four years; village supervising principal, three years; superintendent of Point Pleasant, West Virginia, four years; superintendent, Bluefield, West Virginia, four years; head, extramural instruction department and instructor of educational administration, University of Pittsburg, three years; head of extramural instruction department and assistant professor, educational administration, one year; superintendent, Maryland Casualty Company Training School, Baltimore, two years; made following school surveys: Village and city schools of Nasean County, New York, 1916; St. Paul, Minnesota 1917; Philadelphia, 1920; Kittanning, Pennsylvania, 1920; Maysville, Kentucky, 1927; author, *Cost of Training Teachers;* Dean of faculty and education teacher at Eastern from 1924 to 1928; Dean of faculty 1928 to 1921; acting President of Eastern for a while.

COX, REX W. B. S., College of Agriculture, University of Illinois; M. S., Cornell University; teacher, accredited high schools, three years; instructor, State Agriculturel School, Madison, Georgia, two years; instructor, State Normal School, Fort Hays, Kansas; agriculture and rural economics teacher at Eastern from 1918 to 1924.

CRABBE, J. G. A. B., Ohio Wesleyan University; A. M., Ohio Wesleyan University; Ped. M., Ohio University; Berea College, LL. D.; Ped. D., Miami University; LL. D., State University of Kentucky; eighteen years, superintendent of city schools Ashland, Kentucky; State Superintendent of Public Instruction of the Commonwealth of Kentucky; President of Eastern from 1910 to 1916.

DAVIES, CLARA A. B. S., Kansas State Teachers College; graduate student in library science in Columbia University and University of Chicago. Miss Davies was instructor of library science at Eastern during the school year 1931-32.

DAVIS, ANNA LEE. Graduate, Bowling Green High School; graduate, Western Kentucky State Normal School; B. S., George Peabody College; teacher, home economics, Waller County High School, Jasper, Alabama, 1915-16; teacher of home economics and health at Eastern from 1917 to 1920.

DEANE, MARY B. A. B., Episcopal Seminary; student, Kentucky University, Valparaiso, University of Chicago, University of Michigan, and Cornell University; seven years, instructor, Jessamine College; three years, instructor, Lincoln Memorial University. Mrs. Deane was instructor at Eastern from 1911 to her death in 1928. During the time she taught grammar, English, geography, and geology.

DETTWILLER, DAISY D. Graduate, Kentucky Classical and Business College; graduate, Eastern Kentucky State Teachers College; six years teacher in graded schools; four years teacher, Paris City schools; assistant Dean of Women, 1922-23.

FOGLESONG, MARGARET. Assistant in English 1909-1910.

FORSTER, KATHERINE. English teacher at Eastern 1908-11.

FOSTER, ELINOR. Graduate, junior college course, Ward Belmont College, Nashville; B. S. and M. A., Peabody College for Teachers; student assistant, Peabody College library and demonstration school library, Peabody College; assistant, Teachers College Library, Columbia University, summer 1928. Miss Foster was teacher of library science and assistant librarian at Eastern from 1928 to 1930.

FOSTER, R. A. A. B., University of Kentucky; graduate scholarship, Princeton University; A. M., Princeton; teacher, rural school, 1911; principal, Central grammar school, Somerset, Kentucky, 1914-15; assistant principal and teacher of English, high school, Peekskill, New York, 1917; instructor, U. S. Army Schools, 1918; teacher of English and mathematics, high school, Owensboro, Kentucky, 1919; principal, Morton Elliott Junior College, Elkton, Kentucky, and teacher of Latin and English, 1919-21. Mr. Foster was teacher of English at Eastern from 1921 to 1927.

GILBERT, MARY. Latin, 1915-16.

GILKEY, J. E. Commercial branches, 1909-1910.

GREEN, LOUISE A. M. A., University of Wisconsin, 1922, Ph. B., University of Chicago, 1918; primary supervisors' course, University of Chicago, 1917; social education, Columbia University, 1921; graduate, Wilson Normal School of Washington, D. C., 1915, teacher in Broaddus College, West Virginia, 1920. Miss Green was teacher of education at Eastern, 1922-23.

GREER, NANCY. Student, Ward Belmont College; B. S., George Peabody College for Teachers; M. A., George Peabody; two years, head of English department, Coffee High School, Florence, Alabama; English teacher at Eastern 1930-31.

GRINSTEAD, WREN JONES. A. B. and A. M., University of Kentucky; graduate English course, College of the Bible, Lexington, Kentucky; Greek certificate, University of Tennessee; four quarters' graduate study, University of Chicago; Ph. D., University of Wisconsin; one year's graduate work, Columbia University; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia; three years, rural teacher in schools of Nebraska and Kentucky; instructor in Esperanto, University of Tennesese; fellow in Education, University of Wisconsin; teacher in Latin, Teachers College, Columbia University. Doctor Grinstead taught Latin, French and other subjects at Eastern from 1906-1927.

HAMMOND, KATHERINE. Graduate, Sargeant School of Physical Education, Boston, Massachusetts; two years, teacher in girl's school, "House in the Pines" at Norton, Massachusetts; two years, physical director of education in city schools of Charleston, West Virginia; four summers, instructor at Sargeant Summer Camp; instructor at Sargeant Normal School Camp; director of physical education for women from 1920 to 1924 at Eastern.

HARDIN, RUTH ANETTE. Graduate, Skidmore School of Arts, Saratoga Springs, New York; special course in physical education at New York State College for Teachers; private teacher of expression and director of juvenile dramatic class at Albany; teacher of expression and physical culture for women at Eastern 1918 to 1919.

HARMON, ELLA MAUDE. Graduate, Eastern Kentucky State Normal School, 1914; A. B. in History, University of Kentucky, 1918; summer school student, University of Kentucky, 1921; Columbia University, 1922; teacher, Perryville High School, 1916 to 1917 and 1920 to 1922; teacher of Latin and history at Eastern from 1922 to 1924.

HIGGINS, HERBERT T. Diploma, Eastern Kentucky State Normal School and Teachers College; A. B., University of Kentucky; rural teacher, one year; graded school, Pulaski, Kentucky, two years; principal, county high school, Parksville, Kentucky, one year; manual training instructor, Ashland City Schools, Ashland, Kentucky, one year; manual training instructor, Anchorage, Kentucky, three years; director of vocational education, Pensacola, Florida, two years. Mr. Higgins was teacher of industrial arts at Eastern 1928 to 1929.

HILLEGAS, M. B. Psychology, 1908 to 1909.

HOUNCHINS, JENNIE. English, 1912 to 1914.

HUME, MRS. STANTON B. Graduate, Bellwood Seminary and Kentucky Presbyterian Normal School; student, Cincinnati School of Domestic Science, under Miss Gamon; student of Miss Anna Barrows,

Columbia University; student of Miss Tamphere and Mr. Lane, New Hampshire; student, summer school, Peabody College; handwork and domestic science teacher at Eastern, 1910 to 1914; 1914 to 1932 handwork and industrial arts.

HUMPHREY, ELIZABETH. Vocal Music at Eastern, 1910 to 1911.

HURST, JEANIE B. Expression and physical culture for women, 1913 to 1918.

JAGGERS, R. E. Diploma, Western Kentucky State Teachers College; A. B. and A. M., University of Kentucky; Ph. D., Cornell; rural teacher; principal, graded school; superintendent of city schools; assistant director of Extension, University of Kentucky; teacher of education and principal of Normal School at Eastern, 1926 to 1928; teacher of education and director of extension, 1932 to 1934.

JAYNE, W. L. A. B., Georgetown College; teacher in rural schools, four years; principal, Pollard Graded Schools, five years; principal, Sandy City Graded Schools, four years; president of Kentucky State Association of County Superintendents, two years; principal, Quicksand Graded High School, two years; institute instructor; 1920 to 1922, rural education teacher at Eastern; 1922 to 1924, director of the rural training school. Mr. Jayne was the Republican nominee for State Superintendent of Public Instruction of Kentucky in 1923.

JOHNSON, J. R. B. M. E., State University of Kentucky; instructor in mechanical engineering and mathematics, Kentucky State College, 1893-1901; assistant professor of mathematics, Kentucky State College, 1901-1905; professor of mathematics and mechanics, Nevada State University, 1905-1907; sometime dean of men at Eastern; instructor of mathematics at Eastern 1906-1916.

JOHNSON, MRS. J. R. Pupil of R. de Roode, 1887-1895; five years teacher, Smith's Classical School, Cynthiana, Kentucky; sometime teacher, Paris Classical Institute; five years, teacher, Lexington; teacher, two years, Nevada State University; teacher of piano and history of music at Eastern, 1913-1914.

KOCH, JOHN G. Graduate in public school music of Metropolitan College of Music, Cincinnati; New School of Methods, Chicago; one year, Teachers College, University of Cincinnati; graduate, music department, Cornell University; seven years, supervisor of music at Loveland, Milford and Franklin, Ohio; teacher of music at Eastern, 1913-1917.

LAWRENCE, A. J. B. C. S., Bowling Green Business University; A. B., University of Kentucky; two summers at University of Chicago; instructor, one year, Mattins Ferry, Ohio, high school; head of commerce department, Owensboro, Kentucky, high school; commercial education teacher at Eastern from 1926 to 1930.

LEWIS, CHARLES D. Elementary and secondary training, private schools; B. Ped., Kentucky State University; student, University of Kentucky; teacher, rural schools, 1895-97; Theodore Harris Institution, Pineville, Kentucky, 1901-1902; professor of rural education and director of extension training, Eastern Kentucky Normal School, 1921-22; member, summer faculty, Peabody College for Teachers, 1917; author, *The Waterboys and Their Cousins, Forms and Methods in Arthimetic, School Reorganization and Finance in Kentucky, A Study of Pupils from Rural and Town Schools Working Together in the High School.*

LEWIS, HORTENSE. Graduate, Kentucky College for Women; graduate, Sargent School of Physical Education; teacher of physical education for women at Eastern, 1925-26.

LOGAN, JAMES V. A. B.; English at Eastern, 1925-27.

LOWRY, LOUISE L. B. S. and M. A., Northwestern University, reader and assistant in mathematics, Northwestern University, one year; teacher of mathematics and science, Roycemore School, Evanston, Illinois, one year; Chicago Public High Schools, one semester; mathematics teacher at Eastern, 1930-31.

McCLELLAND, MARGARET. Latin, 1906-07.

McDOUGAL, ERNEST CLIFTON. B. S., National Normal University; A. B., Southern Normal University; Ph. D., Clark University; three years teacher of science, Southern Normal University; five years professor of Belles Lettres and Pedagogy, National Normal University; some time president of Southern Normal University; five years President of Georgia Robertson Christian College; instructor of institutes in Kentucky, Tennessee, Ohio, and West Virginia; business director and natural science at Eastern, 1906-1909; grammar and pedagogy, 1909-10; pedagogy, 1911-15; Dean, pedagogy, psychology, and education, 1915-21.

McKEE, LELIA. Piano, voice, violin, 1907-08.

MESNER, E. D. Psychology, 1927-28.

McMILLAN, MARY. Expression and physical education for women at Eastern, 1919-20.

MARSTELLER, WILLIAM FISH. Graduate, Walters Collegiate Institute; graduate of University of Geneva with degree *Licencie essciences sociales;* lecturer in social sciences at Eastern, 1910-1912.

McCOY, CLYDE. Director of athletics, at Eastern, 1919-20.

MURPHY, EDNA LORD. Graduate, Ferry Hall, Lake Forrest; teacher, Ferry Hall; teacher, Miss Davis School, Morristown; assistant to superintendent, Southern Industrial Classes, Norfolk, Virginia; assistant to principal of Harcourt Place School, Gambler, Ohio; graduate, Stout Institute; teacher of home economics, Iowa State College; teacher of home economics at Eastern, 1912-1913.

NEELEY, WINNIE DAVIS. Diploma, Alabama College; B. S., George Peabody; one year graduate work, George Peabody College for Teachers; student instructor in mathematics, Alabama College, one year; teacher in rural schools, several summers; teacher of sixth grade, Dotham City School, Dotham, Alabama, one year; instructor in English, county high school of Molton and Birmingham, Alabama, six years; critic teacher, Alabama College Training School, two years; instructor in English, county high school of Molton and Birmingham, Alabama, six years; critic teacher, Alabama College Training School, two years; instructor of English, Alabama College, two summer terms; English teacher at Eastern from 1924-1930.

NETTINGA, CORNELIA. A. B. and B. Mus., Hope College; music teacher at Eastern, 1932-1934.

NEWMAN, FRANCES E. Graduate, Morganfield High School; A. B., Randolph-Macon College; B. S., School of Library Science, Columbia University; student assistant, Randolph-Macon College, two years; student assistant, School of Engineering, Columbia University, one year; assistant librarian at Eastern, 1928-1929.

MILLER, CHARLES F. Graduate, Louisville High School; manual training at Eastern, 1918-1920.

MILLER, MAUD M. Commercial department at Eastern, 1918-1919.

MILLION, ISSIE D. Student of Joseph Meiler and Signor Griseppe Randeggor, Hamilton College; pupil of Sol Marcosson, Cleveland Conservatory of Music; instructor of music at Eastern, 1918-1922.

MILLER, RUCIE. Graduate, Suevina College; graduate, Louisville Conservatory of Music, department of dramatics, art and expression; student, Pludelah Rice, Elizabeth Rice, Rachel Noal France, of Boston; Blanche Townsend, of New York; Leland Powers, Boston; two years, director of dramatic art and expression in city school of Franklin, Kentucky; teacher of expression and dramatic arts at Eastern, 1920-1923.

MIMMS, LORA B. Drawing and Music, at Eastern, 1907-1908.

MOORE, BESS. Student, Eastern Kentucky State Teachers College, four years; assistant librarian at Eastern, 1927-30.

MURRAY, MARY LAVINIA. English teacher at Eastern from 1908-1909.

MYERS, NANCY. Student, Stetson University; A. B., Berea College; A. M., Columbia University; special student, University of Besancon, France, 1921; taught English and French for four years, and for two years was head of French department, Blue Mountain College, Blue Mountain, Mississippi; teacher of French and English at Eastern, 1923-25.

MYERS, SHILO SHAFFER. Elders Ridge College; New England Conservatory of Music; supervisor of music in public schools of Knoxville, Tennessee; director of music, Miami University, and Ohio State Normal College; instructor in public school music and methods of teaching and supervising, Ohio Northern University; director of music at Eastern, 1916-1921.

PATRIDGE, LELIA E. Graduate, Framingham, Massachusetts State Normal School, Boston Institution of Physical Education, and Philadelphia Kindergarten Training Class; course in child study under Dr. G. Stanley Hall at Clark University; student at University of Chicago; author of *Quincy Methods* and editor of *Talks on Teaching;* teacher, six years, in Philadelphia Normal School; teacher four years, in Chicago Normal School, under Colonel Parker; instructor in psychology and literature in Stetson University, Deland, Florida; teacher in Model School at Eastern, 1908-1909; supervisor of practice teaching, 1910-1911; methods teacher and director of rural school, 1911-1921.

PEARSON, EUGENE. A. B., Vanderbilt University; graduate work, University of Kentucky; one summer at Peabody College; one summer session at Columbia University; principal, county high school, Cedar Hill, Tennessee, two years; principal, city high school, Georgetown, Kentucky, two years. Mr. Pearson was teacher of English, at Eastern from 1926-1930.

PEARSON, NORMA. B. A., M. A., and Ph. D., University of Wisconsin; teacher of science, Sparta High School, two years; assistant in botany, University of Wisconsin, two years; instructor in botany and chemistry, Catlay College, one year; instructor in biology, Beloit College, three years; research assistant, plant pot-biology, University of Wisconsin, two years; Dr. Pearson taught in the department of biology at Eastern from 1929-1931.

PERRY, RUTH. Physical education for women, 1924-1926.

PHIPPS, FRANK. Assistant coach at Eastern from 1929-1934.

PIOTROWSKA, HELENA. Graduate, Buffalo High School; graduate, Buffalo Teachers' Training School; life certificate, State of New York; six years, teacher in Buffalo public schools; A. B., Cornell University; German teacher at Eastern, 1909-1911; French and German, 1911-1913; French, German, and Psychology, 1913-1917.

POLLITT, MABEL H. A. B. and A. M., University of Kentucky; additional graduate work in American Academies of Rome and Athens; principal, Lewis County High School, Vanceburg, Kentucky, two years; instructor and assistant in department of ancient languages, University of Kentucky, six years; professor and acting head of department of ancient languages, Georgetown College, one year; Phi Beta Kappa and Eta Sigma Phi fraternities; author, *Life of James Kennedy Patterson, President University of Kentucky,* 1869-1918.

Miss Pollitt was teacher of Latin and other languages at Eastern from 1927-1934.

PORTWOOD, ALFRED E. Diploma, Midway High School; A. B., University of Kentucky; freshman backfield coach, fall 1929, University of Kentucky; physical education and assistant coach, at Eastern, from 1930-1936.

PULLEN, J. S. Graduate of Murray Institute, Murray, Kentucky; B. S., Battle Ground Academy; sometime, student of Louisiana State University and Tulane University; three years, teacher in Kentucky, three years, teacher, Training School, Centerville, Louisiana; from 1912-1918, teacher of agriculture and rural economics at Eastern.

RALSTON, HENRIETTA. Drawing and art, 1906-1908.

RAMEY, MURRAY. Manual training, from 1908-1912.

REID, MARY E. Edmonton High School; graduate, Liberty College, Glasgow; special course in library administration, University of Nashville, one year; Carnegie Library, Nashville, one year; librarian at Eastern from 1911-1929.

RICE, JANE V. Graduate, Richmond High School; B. S., Iowa State College, Ames, Iowa; demonstration agent, Bradley County, Tennessee, 1917-1918; teacher, home economics, Central High School, Cleveland, Tennessee, 1918-1919; sometime, graduate student, Peabody College; home economics teacher at Eastern from 1920-1922.

RICHARDSON, NANCY. A. B., North Carolina College for Women; assistant librarian, Richard J. Reynolds High School, Winston-Salem, North Carolina; assistant cataloger, Peabody College; graduate, department of library science, Peabody College; cataloger, summer session, Arkansas State Teachers College, Conway, Arkansas; assistant librarian and library science teacher at Eastern from 1930-1934.

ROARK, R. N. President of Eastern 1906-1909; psychology and pedagogy. Dr. Roark was the first president of Eastern. (More detailed information is given about him elsewhere in this volume.)

ROARK, MRS. R. N. Student, four years, Nebraska University and Oberlin College; B. S., National Normal University; student, Colorado College; B. A., National Normal University; teacher, four years, National Normal University; three years, Vice-President, Glasgow Normal School; sometime, teacher, Kentucky State College; acting President, Eastern Kentucky State Normal School, 1910. From 1910-1916, she was Dean of Women at Eastern.

ROBERTS, KATHERINE. A. B., University of Kentucky; French and English at Eastern, 1925-28; French 1928-1929.

ROBINSON, J. R. A. B. and A. M., University of Kentucky; teacher, Walton High School, 1909-1910; Caldwell High School, Richmond, 1910-1912; principal, Madison County High School, Waco, 1912-

1918; graduate student, Chicago University, summer 1922; history and mathematics, at Eastern, 1919-1920; Extension department, 1920-1922; registrar and history teacher, 1922- 1927.

RUSSELL, HELEN H. Physical education for women, 1926-1928.

SCHRIVNER, PEARL. Life certificate, Eastern Kentucky State Normal School, class 1919; assistant librarian at Eastern 1920 to 1921.

SCUDDER, J. W. M. D., physiology and hygiene, 1927 to 1928.

SHARON, J. A. B. Ped., University of Kentucky; mathematics and review courses, 1906-1907; director of state certificate course, 1907 to 1909; American history and civics, 1909 to 1912.

SHARP, J. W. Vocal music, 1907 to 1909.

SLATER, EVELYN. Graduate of Holmes High School, Covington, Kentucky; four years business experience with Cincinnati banking concerns; B. S., University of Kentucky; one year, graduate work, University of Kentucky; one semester, substitute work, Cincinnati public schools; foods instructor, East Nigert High School, Cincinnati; home economics teacher at Eastern from 1927 to 1932.

SPENCER, VIRGINIA E. A. B. and A. M., University of Kansas; Ph. D. University of Zurich, Switzerland; Dean of Women, and teacher of German and history from 1905 to 1909.

SQUIRES, R. DEAN. A. B., Central University, Richmond, Kentucky; three terms, Teachers College, Columbia; University of New York, 1912, 1913, 1914; three years, teacher public schools, Montgomery County, Kentucky; one year, superintendent of a township consolidated school, Indiana; nine years, superintendent, city schools, Carlisle, Kentucky.

STEWART, J. O., Jr. A. B. and honorary, A. M., Cedarville College; Cincinnati College of Music, one year; collegiate diploma, Cincinnati Conservatory of Music; teacher of voice, New Philadelphia, Ohio, one year; State Normal School, Indiana, Pennsylvania, three years; Norfolk, Virginia, one year; supervisor of public school music, Miami and Montgomery Counties, Ohio, two years; author of several articles on public school music. Mr. Stewart was director of music at Eastern from 1922 to 1931.

STOTT, ROSCOE G. A. B., Franklin College; two years teacher in Franklin College; two years teacher in Drury College; a year's graduate work in the University of Chicago; assistant in English in Michigan State Agricultural College; magazine writer of verse, stories, and humor; English teacher Eastern from 1910 to 1917.

STRADER, EDNA LOUISE. B. S., James Millikan University; graduate work, University of Illinois; graduate work, Columbia University; five years, high school instructor in Illinois; home economics teacher at Eastern from 1915 to 1917.

SULLIVAN, KATHLEEN B. Student six years, Campbell-Hagerman College, Lexington, Kentucky; graduate, Union College, 1912;

B. S. in home economics, University of Kentucky, 1916; engaged in extension work during summer of 1915; home economics teacher at Eastern from 1917 to 1921.

SULLIVAN, M. R. A. B., Georgetown College; graduate student, University of Kentucky; teacher of economics and history at Eastern 1925 to 1928.

TAPP, HAMBLETON. A. B., Centre College; assistant in English, Centre College; principal of consolidated graded and high school, Stone, Kentucky; graduate work, George Peabody College for Teachers; teacher of English at Eastern, 1925 to 1928.

TAYLOR, L. N. B. S., University of Kentucky; review branches 1906 to 1907.

TAYLOR, N. V. B. S., Cornell; nature study and science, 1906 to 1907.

TRAYNOR, MARY. Music at Eastern, 1906-07.

WADE, C. M. Agriculture at Eastern, 1924-26.

WATERS, CARRIE M. Courses in library economy, Nashville Carnegie Library; one year, head of reference department, and nine years, head of cataloguing department in Carnegie Library, Nashville, Tennessee; assistant librarian at Eastern from 1921-26.

WATSON, C. F. A. B., teacher of physiography, 1909-1910.

WESLEY, L. G. A. B., Union College; correspondence department at Eastern, 1927-32.

WILLIAMS, WINNONA. Cataloger at Eastern from 1926-28.

WILSON, C. H. Manual training teacher and physical education at Eastern, 1911-12.

WOLCOTT, HELEN B. M. A., teacher of sociology, 1914-18.

WOODS, RUTH. B. S., State Teachers College, Kirksville, Missouri; graduate work in Columbia University; instructor in vocational home economics, Trenton, Missouri; assistant in home economics, summer term, State Teachers College, Kirksville, Missouri; home economics teacher at Eastern 1922-23.

ZELLHOEFER, EDNA. Graduate, Illinois State Normal University; A. B., University of Illinois; A. M., Columbia University; instructor in English, Sparland High School, LeRoy High School, and Rockford High School, Illinois; instructor in English in high school, La Crosse, Wisconsin; teacher of English at Eastern, 1922-32.

WRIGHT, MARY EVA. Music teacher at Eastern from 1915-1917.

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# BIOGRAPHICAL SKETCHES OF THE PRESENT STAFF MEMBERS OF THE FACULTY OF EASTERN

By William J. Moore, Maude Gibson, May C. Hansen

Below are given short biographical sketches of faculty members who are serving Eastern at the present time. Members of the training school staff are included elsewhere, and, for that reason, are omitted in the list below.

DONOVAN, H. L. Diploma, Western Kentucky Normal School; A. B., University of Kentucky; M. A., Teachers College, Columbia University; graduate student, University of Chicago; Ph. D., Peabody College; LL. D., University of Kentucky; rural teacher, one year; elementary school principal, Paducah, Kentucky, three years; superintendent of schools, Wickliffe, Kentucky, two years; assistant superintendent of schools, Louisville, Kentucky, five years; army psychologist, one year; superintendent of schools, Cattletsburg, Kentucky, one year; Dean of Eastern, two years; professor of elementary education, Peabody College, three years. Dr. Donovan is a member of the N. E. A. and the K. E. A. Honorary fraternities of which he is a member are: Phi Delta Kappa, Kappa Delta Pi, and Phi Beta Kappa. He served as president of the American Association of Teachers Colleges in 1934. Dr. Donovan is author of several articles on educational subjects. He has been president of Eastern since 1928.

ADAMS, KERNEY M. Diploma, Eastern Kentucky Normal School and Teachers College; A. B., University of Kentucky; A. M., Cornell University; two years of additional graduate work at Harvard University; teacher, rural schools of Kentucky; teacher of history, Altoona High School, Altoona, Pennsylvania, two years. From 1928 to 1932, Mr. Adams was director of Extension at Eastern and did part-time teaching in the department of social science. Since 1932 he has been a full-time staff member in the department of social science, and is at present associate professor of history. Mr. Adams is a member of the American Historical Association, the Kentucky Academy of Sciences, the K. E. A., the N. E. A., the Kentucky Academy of Social Sciences, and the Southern Historical Association.

BARNHILL, MRS. MARY E. Diploma, Western Kentucky State Normal School; A. B., University of Kentucky; M. A., Ohio State University; LL. B., University of Louisville; graduate student, Ohio State University; teacher in the English department at Eastern since 1931. At present she is associate professor of English. Mrs. Barnhill is a member of the K. E. A., the N. E. A., Modern Language Association, National Association of Teachers of English, Filson Club, Kappa

Delta Pi, Pi Lambda Theta, American Association of University Women.

BENNETT, ISABELLE. A. B., University of Kentucky; B. S. in Library Science, Columbia University; assistant librarian at Eastern, 1924 to 1927; instructor, Universtiy of Kentucky, summer term, 1929; assistant instructor in School of Library Science, Columbia University, 1928-29. She is a member of the K. E. A., N. E. A., K. L. A. She has been at Eastern since 1929.

BUCHANAN, PEARL. A. B., Southwestern University; one semester graduate work, University of Oklahoma; one semester graduate work, Northwestern University; M. A., George Peabody College for Teachers; two years, head of English department, State Preparatory School, Claremore, Oklahoma; one year, teacher of English and dramatics, Henryetta High School, Henryetta, Oklahoma; one semester, teaching fellowship, George Peabody College; four years, teacher of speech and dramatics, Senior High School, Muskogee, Oklahoma; one semester assistant instructor in reading, State Normal School, Ada, Oklahoma; present position since 1923. Miss Buchanan has contributed articles dealing with speech instruction to educational periodicals. She is a member of N. E. A., K. E. A., N. A. T. S., S. A. T. S., Kentucky Speech Association, Pi Gamma Mu, Alpha Psi Omega, and is assistant editor of the Bulletin of the Southern Association of Teachers of Speech. At present she is associate professor of English.

BURNS, VIRGIL. Diploma, Western Kentucky State Normal School and Teachers College; ten months' training in Bowling Green Business University; A. B., University of Kentucky; A. M., Columbia University; rural teacher, three years; principal, Golden Pond Graded School, Trigg County, one year; superintendent, Kuttawa City Schools, four years; present position since 1924; history teacher at Eastern, 1924 to 1925; education and history, 1925 to 1927; civics, 1927 to 1928; social science teacher and critic, 1928 to 1931; since 1934, assistant professor of history and government. Mr. Burns is a member of the N. E. A., K. E. A., Kappa Delta Pi, American Political Science Association, Southern Historical Association, Madison County Historical Association, and Kentucky Academy of Social Sciences. Mr. Burns has done additional graduate work at Columbia University and has finished the main requirement for the doctorate.

BURRIER, MARY KING. Diploma, Hamilton College; B. S., M. S., University of Kentucky; Columbia University, two summer terms of graduate work; home demonstration agent, Bourbon County, Kentucky, six months; supervisor of home economics, Fayette County, Kentucky, one and a half years; home economics and science teacher, Pikeville College, Pikeville, Kentucky; home economics and science teacher, Midway High School, four years; since 1925, teacher of home economics, at Eastern; at present, assistant professor of home econo-

mics. Miss Burrier is a member of K. E. A., N. E. A., A. H. E. A., Phi Upsilon Omicron.

CALDWELL, C. E. B. S., National Normal University; B. A., Marietta College; A. M., Ohio State University; one year additional graduate work, Ohio State University; superintendent, accredited schools in Ohio, eleven years; instructor in mathematics, Marietta College, summer sessions; present position since 1912; member of the K. E. A., N. E. A., and Kentucky Academy of Science. At present Mr. Caldwell is associate professor of mathematics.

CAMPBELL, JANE. Bachelor of Music, Taylor University; A. B., Eastern Indiana State Normal School; graduate work, Eastern Indiana State Normal School; A. M., Columbia University; teacher of public school music, Taylor University, one year; teacher of music, Central High School, Indiana, four years; music critic, Eastern Indiana State Normal School, two years; present position cince 1926; Ecole Normal De Musique, Paris; student of Nadai Bonlanger. Miss Campbell is a member of the N. E. A. and the K. E. A. At present she is assistant professor of music.

CARTER, ASHBY B. Diploma, George Peabody College for Teachers; student, University of Richmond, University of Virginia, Virginia Mechanical Institute; graduate student, George Peabody College for Teachers, Teachers College, Columbia University, University of Kentucky; B. S. and M. S., George Peabody; rural teacher, Virginia schools, two years; high school principal, Virginia schools, two years; teacher of agriculture and manual training, Tennessee high school, four years; contributor to agriculture journals. Mr. Carter is a member of the K. E. A., N. E. A., Kentucky Academy of Science, American Country Life Association, Phi Delta Kappa. He taught science at Eastern from 1920 to 1924; biology teacher and director of farm, 1924 to 1928; agriculture and sanitary science 1928 to 1930. Since 1928 he has been associate professor of agriculture.

CASE, EMMA Y. Student, University of Kentucky; A. B., Eastern Kentucky State Normal School and Teachers College; M. A., Peabody College for Teachers; rural school teacher, two years; graded school teacher, two years; teacher, Tucumari City School, Tucumari, New Mexico, one year; principal, high schools in Kentucky, four years; from 1925 to 1929 critic teacher at Eastern; 1929 to 1932 rural education teacher; since 1932 Dean of Women; member of K. E. A., N. E. A., Kentucky Association for Deans of Women, National Association Deans of Women, and American Association of University Women.

CLARK, ROY B. Diploma, State Normal School, Kearney, Nebraska; A. B., University of Nebraska; A. M., Columbia University; Ph. D., Columbia University; rural teacher, one year; principal of ten-grade village school, Homer, Nebraska, four years; superintendent of standard twelve-grade school, Sutherland, Iowa, one-half year; as-

sistant professor of English, State Normal School, Chadron, Nebraska, seven and one-half years; professor of English, State Normal School, Natchitoches, Louisiana, two years; lecturer in English, Columbia University, one semester; instructor in English, New Jamestown, North Dakota, two years; head of English department and professor of English at Eastern since 1926. Member of Phi Beta Kappa, Modern Language Association, Sigma Tau Delta, professional English fraternity, Graduate English Union of Columbia University, National Educational Association, and Kentucky Education Association.

COX, MEREDITH J. Diploma, Warren Academy; B. S. and M. A., Peabody College for Teachers; two semester's graduate work, Columbia University and University of Wisconsin; principal, Hodgenville High School; instructor in science and coach, Hattiesburg High School, two years; professor of chemistry, Berea College, one year; present position since 1924; author of several articles on chemistry and related subjects; additional graduate work, Duke University and George Peabody; member of K. E. A., N. E. A., and Phi Delta Kappa. At present Mr. Cox is professor of chemistry.

CUFF, NOEL B. B. S., A. M., Ph. D., George Peabody College for Teachers; teacher of Spanish, David Lipscomb College, two years; teacher of English, Freed-Hardeman College, one year; principal, county high school, Davidson County, Tennessee, two years; teacher of psychology, Appalachain State Normal School, Boone, North Carolina, two summer sessions; teacher of psychology, David Lipscomb College, two years. He is a member of N. E. A., K. E. A., American Psychology Association, A. A. A. S., Southern Society of Philosophy and Psychology, Midwestern Psychology Association, Kentucky Academy of Science, Pi Gamma Mu and Phi Delta Kappa; author of several articles on general educational, experimental, and child psychology. Doctor Cuff has been at Eastern since 1928. He is professor of educational psychology.

DENISTON, N. G. B. M. T., Valparaiso University; student, Stout Institute; student, Massachusetts Institute of Technology; B. S., Bradley Polytechnic Institute; graduate work, University of Chicago; life certificate in Montana and North Carolina; supervisor of Manual Training, Livingston, Montana, Baton Rouge, Louisiana, and Mobile, Alabama; head of department of industrial arts, Stanley McCormick School, Burnsville, North Carolina; head of manual arts department, Mississippi Normal College, Hattiesburg, Mississippi; present position since 1919; leave of absence, 1928 to 1929 with La Verne Noyes scholarship; M. S., Kansas State College for Teachers of Pittsburg. He has been at Eastern since 1919. At present he is associate professor of industrial arts. He is a member of the K. E. A., American Vocational Association, Western Arts Association, and Phi Sigma Pi.

DERRICK, LUCILLE. B. S., Eastern Kentucky State Teacers College; M. A., George Peabody College for Teachers; secretary to

director of research, Eastern Kentucky State Teachers College, 1931 to 1932; since 1934, assistant professor of mathematics and assistant to director of research. She is a member of the N. E. A., K. E. A., Kappa Delta Pi, and Pi Omega Pi.

DIX, RUTH. Teacher's diploma, Bradley Polytechnic Institute; one year and one summer term, University of Illinois; B. S., Bradley Polytechnic Institute; A. M., Teachers College, Columbia University; teacher of home economics, high school, Colfax, Illinois, two years; city supervisor, township high school, Pana, Illinois, three years; home demonstration agent, Hendricks County, Indiana, two years; present position since 1923. At present, associate professor of home economics. She is a member of the K. E. A., N. E. A., and the Home Economics Association.

DORRIS, J. T. Diploma, Zanarian Art College; A. B., Illinois College; A. M., University of Wisconsin; Ph. D., University of Illinois; rural teacher, two years; Business College, Oshkosh, Wisconsin, one year; tutor in Whipple Academy, five years; high school principal and superintendent in Illinois, twelve years; teaching fellowship in history, University of Illinois, two and one half years; instructor, State Normal School, Minot, N. D., ten weeks; instructor, State Normal University, Normal, Illinois, twelve weeks. He is a member of the American Historical Association, Mississippi Valley Historical Association, Southern Historical Association, Illinois Historical Society, Kentucky Historical Society, Filson Club, Madison County Historical Society, Kentucky Academy of Social Science, N. E. A., K. E. A., and Pi Gamma Mu; author of several articles in history and government; sponsoring committee, Education and Race Relations; member of Daniel Boone Bicentennial Commission and Pioneer National Park Association. Dr. Dorris has been with Eastern since 1926. At present he is professor of history and government.

EDWARDS, R. A. A. B., University of Kentucky; A. M., Columbia University; taught four sessions in rural schools of Graves and Calloway counties; principal of Trimble County High School and Bedford Graded School, 1910 to 1918; present position since 1918; student in summer schools of University of Minnesota, University of Tennessee, and Peabody College. At present, Mr. Edwards is professor of education and director of training school. He is a member of the N. E. A., National Society for Supervisors of Student Teaching, and the K. E. A.

ENGLE, FRED A. A. A., Cumberland College; A. B., University of Kentucky; A. M., University of Kentucky; two years of additional graduate work, University of Kentucky; rural teacher, three years; principal of graded school of Knox County, Kentucky, three years; principal of Corbin High School, six years; teacher of biology, Winchester High School, one and one half years; teacher, Cumberland College, one semester; teacher, Sue Bennett College, London, Ken-

tucky, one semester; member K. E. A., N. E. A., Phi Delta Kappa, and Kappa Delta Pi. Mr. Engle has been at Eastern since 1928. At present he is assistant professor of mathematics.

FARRIS, JACOB D. Diploma, Western Kentucky State Normal School and Teachers College; student, University of Chicago, one year; A. M., Peabody College for Teachers; M. D., Vanderbilt University; assistant principal, Columbia High School, two years; principal, New Market High School, Alabama, four years; teacher, industrial arts, Nashville Public Schools, four years. Dr. Farris is a member of Phi Beta Pi, medical fraternity, Alpha Omega Alpha, honorary medical fraternity; the N. E. A. and the K. E. A. Since 1928 he has been college physician at Eastern.

FERRILL, D. THOMAS. A. B., Duke University; A. M., Duke University; Trinity College, Dublin, Ireland, four months; A. M., Teachers College, Columbia University; two years additional graduate work, George Peabody College for Teachers; instructor in American army post school four months; principal, Alexis Graded School, Gaston County, N. C., two years; instructor in history, Trinity Park School, two years; principal, Bethesda High School, Durham County, North Carolina, three years; assistant in education, Duke University, two years; professor of physchology and education, East Carolina Teachers College, summer term, 1926. Mr. Ferrill is a member of the K. E. A., N. E. A., and Phi Delta Kappa. He has been at Eastern since 1927. At present he is associate professor of education.

FLOYD, MARY. Diploma and A. B., Eastern Kentucky State Teachers College; A. M., Teachers College, Columbia University; three terms of graduate work, University of Chicago; teacher, graded school, Louisville, four years; principal, graded school, Florida, one year; instructor in history, Somerset High School and coach of debate team that won second place in state contest, 1924; B. S. in Library Service, Columbia University; from 1925 to 1929, teacher of history and English at Eastern; since 1929 associate professor of history and librarian. Miss Floyd is author of several articles on history and library science. She is a member of the A. L. A., Kentucky Library Association (director 1933-35), N. E. A., K. E. A., and the A. A. U. W.

FORD, EDITH G. Diploma, Louisiana State Normal School, Natchitoches, Louisiana; B. C. S., Bowling Green Business University, Bowling Green, Kentucky; A. B., George Washington University, Washington, D. C.; M. A., University of Kentucky; city schools, Alexandria, Louisiana, two years; high school, Beckley, West Virginia, two years; high school, Winston Salem, North Carolina, one year; one summer school, Columbia University. Miss Ford has been at Eastern since 1927. At present, she is assistant professor of commerce. She is a member of the K. E. A., N. E. A., Pi Omega Pi, and the Kentucky Business Education Association.

FOWLER, ALLIE. B. S. and M. A., George Peabody College for Teachers; teacher, Somerset High School; teacher, Western Kentucky State Teachers College, summer term; at Eastern, since 1932; at present, assistant professor of art. She is a member of Kappa Delta Pi, N. E. A., K. E. A., and the Western Arts Association.

GIBSON, MAUDE. Graduate, Lebanon Normal; two years' course in public school art at Teachers College, Miami University; one semester at School of Applied Design, New York; one and one-half semesters in art classes of Teachers College, Columbia University; three years, decorator, Weller Art Pottery, Zanesville, Ohio; one year, teacher at Clarksville, Tennessee, Female College; two years, teacher, Birmingham, Alabama, High School; Summer 1926, studied great works of art in galleries of Europe; present position since 1910. At present Miss Gibson is assistant professor of art. She is a member of the K. E. A., N. E. A., and the Western Arts Association.

GILL, ANNA D. B. C. S., Bowling Green Business University; A. B., University of Kentucky; student, summer school, Gregg School, Chicago, six weeks; University of Wisconsin, twelve weeks; Western Kentucky State Normal School and Teachers College, nine weeks; teacher, high school, Mapleton, Maine, one year; head of commercial department, Elkins High School, Elkins, West Virginia, seven years; present position since 1928; M. A., University of Kentucky; one semester additional graduate work, Columbia University. Miss Gill is a member of the N. E. A., K. E. A., Department of Business Education, Southern Business Education Association, Kentucky Business Education Association, A. A. U. W., Kappa Delta Pi, Pi Omega Pi. She is the author of articles on business education. Since 1930, she has been assistant professor of commerce at Eastern.

GUMBERT, GEORGE. B. S. and M. S., University of Kentucky; one summer term additional graduate work, University of Kentucky; four months' officer in Material School; commissioned ensign U. S. N. during World War; seven years, experience in Smith-Hughes agriculture in Crittenden, Calloway, and Fayette counties, Kentucky; instructor in agriculture, Eastern Kentucky Normal School, 1922. Mr. Gumbert is a member of the N. E. A., K. E. A., Alpha Zeta. He has been with Eastern since 1925, and is at present assistant professor of Agriculture.

HANSEN, MAY C. Graduate, Oshkosk State Teachers College; student, University of Chicago; student, Columbia University; B. S., George Peabody College; M. A., Columbia University; teacher, rural schools of Wisconsin, two years; teacher, public schools, Washburn, Wisconsin, three years; teacher, public school, Green Bay, Wisconsin, three years. Miss Hansen has been at Eastern since 1912. At present she is associate professor of education. She is a member of the K. E. A., N. E. A., A. C. E., and A. A. U. W.

HEMBREE, GEORGE N. Student, Eastern Kentucky State Teachers College, one year; B. C. S., Bowling Green Business University; rural teacher, two years, undergraduate work, University of Illinois, two summers; undergraduate work, Peabody College for Teachers, one summer session; M. A., University of Kentucky. He is a member of the N. E. A., K. E. A., National Physical Education Association, and the Kentucky Physical Education Association. 1920–22, he was director of athletics and teacher of commerce at Eastern; 1922–1928, physical education; 1928–30, director of athletics. Since 1930 he has been assistant professor of health and physical education.

HERNDON, T. C. B. S., University of Kentucky; A. M., Peabody College for Teachers; one year, graduate student, University of Chicago; two years, graduate student, Peabody College for Teachers; some time teacher at Bethel College, Russellville, Kentucky; instructor, Peabody College for Teachers; M. A. and Ph. D., George Peabody College for Teachers. He is a member of the K. E. A., N. E. A., American Chemical Society, Alpha Chi Sigma (Chemical fraternity), Phi Delta Kappa, and the Kentucky Academy of Science. During 1928-29 Mr. Herndon was a substitute teacher at Eastern. Since 1930 he has been professor of chemistry.

HOOD, GERTRUDE M. A. B., Ohio Wesleyan University; A. M., Columbia University; physical education and English, State Normal and Industrial School, Ellendale, North Dakota, 1927-28. Miss Hood is a member of the K. E. A., N. E. A., N. A. A. F., Women's Division, A. A. U. W., A. P. E. A. Since 1927 she has been assistant professor of health and physical education at Eastern.

HOUNCHELL, SAUL. A. B., Dension University; M. A. and Ph. D., George Peabody College for Teachers. From 1916 to 1932 Mr. Hounchell was teacher and principal at Oneida Institute, in the Kentucky mountains. He was instructor in the English department at Eastern in the spring of 1934; and instructor in English at East Texas State Teachers College in the summer of 1934. Since 1934 he has been assistant professor of English at Eastern. He is a member of the K. E. A., N. E. A., the National Council of Teachers of English, Phi Delta Kappa, and Kappa Delta Pi.

HUGHES, ELIZA. Diploma, New Haven Normal School of Gymnastics; three summer terms, University of Kentucky; A. B., Eastern; A. M., Columbia University; supervision and physical education, Paris City Schools, Paris, Kentucky, three years; physical education teacher at Eastern 1923-24; studied at Doris Humphrey–Charles Weidman School of Modern Dance, summer 1935; member of the K. E. A. and the N. E. A. Since 1927 Miss Hughes has been with the health and physical education department at Eastern. At present she is assistant professor of health and physical education.

HUGHES, CHARLES T. Diploma, Morton-Elliott Junior College;

A. B., University of Kentucky; coach, Harlan High School, two years; principal and head coach, Harlan High School, one year; M. A., University of Michigan; 1929–34, coach at Eastern; 1934-35, coach and physical education teacher. He is a member of Phi Delta Kappa, N. E. A., K. E. A., and the National Health and P. E. Association. At present Mr. Hughes is assistant professor of physical education.

HUMMELL, ARNIM DEAN. B. S., Knox College; M. S., and Ph. D., University of Illinois; part-time instructor in physics, University of Illinois, one year. He held the Knox College, Illinois, scholarship for graduate work at the University of Illinois, and was fellow at the University of Illinois. He is a member of Phi Beta Kappa, Epsilon Chi Sigma, Gamma Alpha, American Physics Society, American Association of Physics Teachers, U. U. A. S., Kentucky Academy of Sciences, N. E. A., and K. E. A. He has been at Eastern since 1929 and is professor of physics.

JONES, W. C. B. S., East Texas State Teachers College; A. M., Colorado State Teachers College; Ph. D., George Peabody College for Teachers; principal, Wiley High School, Wiley, Colorado, two years. He was teacher of mathematics at Eastern, 1926; chemistry, 1926-27; mathematics, 1927-28; principal, Normal School and head of department of mathematics, 1928–31; director of research and professor of education, 1931–34. Since 1934 Dr. Jones has been Dean of the faculty, director of research, and professor of education. He is a member of the N. E. A., K. E. A., Phi Delta Kappa and Kappa Delta Pi.

KEENE, W. L. Diploma, Middle Tennessee State Normal School; B. S. and M. A., George Peabody College for Teachers; rural teacher, three years; principal, consolidated elementary and county high school, Liberty, Tennessee, two years; summer school instructor, Middle Tennessee State Teachers College, 1925-26; two years of additional graduate work, George Peabody College for Teachers. Mr. Keene is a member of the K. E. A. and the N. E. A. He has been at Eastern since 1926. At present he is associate professor of English.

KEITH, CHARLES A. Student, University of Arkansas and the University of Texas; B. A., Oxford University, England, 1911; M. A., Oxford University, 1920; honorary Doctor of Pedagogy, Ohio Northern University, 1926; one year and two summer terms' additional graduate work, Indiana University, 1926-27; two years, rural teacher, Clark and Howard counties, Arkansas; one year, head of history department, Little Rock High School, Arkansas; one summer term, acting head of history department, Western Kentucky State Teachers College, Bowling Green; one summer term, lecturer historical subjects, Ohio Northern University. Mr. Keith has been at Eastern since 1912. At present he is professor of history and government, head of the social science department, and dean of men. He is a member of the N. E. A. and the K. E. A., and is past president of the K. E. A. For a number of seasons he was a lecturer on the Redpath Chautauqua.

KENNAMER, L. G. A. B., Simmons University, Texas; B. S., M. A., and Ph. D., George Peabody College for Teachers; student, University of Wisconsin, one year; professor, Abilene Christian College, six years; professor of science, David Lispcomb College, one year; teacher of geography, Sam Houston State Teachers College, Huntsville, Texas, summer session; bursar and registrar, Abilene College, three years; assistant in geography department, George Peabody College, two years. Dr. Kennamer is a member of Pi Gamma Mu, Phi Beta Phi, Kappa Delta Pi, Phi Delta Kappa, the National Council of Geography Teachers, the Kentucky Council of Geography, the Southern Council of Geography, the N. E. A., the K. E. A., the Texas Educational Association, the Southern Historical Association, and sponsor of the World Affairs Club. He has been at Eastern since 1928. At present he is professor of geography.

KOHL, LILY E. B. S., Tri-State University; M. S., University of Chicago. Miss Kohl is a member of the American Home Economics Association, American Dietetics Association, State Home Economics Association, State Dietetics Association, Regional Dietetics Association, K. E. A. and the N. E. A. Since 1934 she has been assistant professor of home economics and manager of the cafetaria at Eastern.

KRICK, HARRIETTE V. A. B., Hiram College; Ph. D., University of Chicago. Dr. Krick is a member of the American Association for Advancement of Science; Kentucky Academy of Science, Kentucky Educational Association, National Education Association, and Society of Sigma Xi. Dr. Krick attended the summer session, 1935, of the University College, Southampton, England; summer session, 1935, of The International People's College, Elsinore, Denmark. She has unpublished personal research work at the Museum of Natural History, London, England and Paris, France. Since 1930 she has been Associate Professor of biology at Eastern.

LUTES, MRS. HELEN H. Diploma in music, Ohio State Teachers College; B. Mus., University of Michigan. Mrs. Lutes is a member of Sigma Alpha Iota (Professional Music Fraternity for Women); Phi Sigma Nu (Honorary Musical Fraternity); and the National Music Association. Since 1931, Mrs. Lutes has been assistant professor of music at Eastern.

McDONOUGH, T. E. Diploma, La Crosse Teachers College; student, Columbia University, one year; B. S. and A. M., George Peabody College for Teachers; director of physical education and coach, Bluffton City Schools, Indiana, one year; supervisor of physical education, city schools, Milwaukee, three years; student instructor, Columbia University, one year; student instructor, Peabody College and Peabody Demonstration School, three years; director of Life Boys Camp, New York, two years; dean of Scoutmasters School, Nashville, Tennessee, two years; first aid instructor, American National Red Cross, eight years. He is a member of Alpha Sigma Phi, Phi

Delta Kappa, N. E. A., K. E. A., National Physical Education Association (Secretary Southern Section National Physical Education Association, 1929), and Kentucky Health and Physical Education Association. He has been a football and basketball official for 15 years. Mr. McDonough has been at Eastern since 1928. At present he is associate professor of health and physical education.

McKINNEY, MARY F. Diploma, Eastern Kentucky State Normal School and Teachers College; B. S. and M. A., George Peabody College for Teachers; principal, independent graded school and high school, Clark County, Kentucky, four years; critic teacher in geography and mathematics, Eastern Kentucky State Teachers College, three years. Miss McKinney is a member of the Kentucky Council of Geography Teachers, National Council of Geography Teachers, National Geographic Society, K. E. A., and N. E. A. She is the sponsor of the Young Women's Christian Association at Eastern. She has been at Eastern since 1923. At present she is associate professor of geography.

MASON, FRANCES. A. B., Eastern Kentucky State Teachers College; A. B. in Library Science, Emory University. Miss Mason is a member of N. E. A., and K. E. A., and the Kentucky Library Association. She has been at Eastern since 1931. At present she is assistant librarian, in charge of the children's library.

MATTOX, MELVIN E. Diploma, Mississippi State Normal School; B. S. and A. M., Peabody College; three quarters of additional graduate work, Peabody College; rural teacher, one year; principal of village and consolidated schools, five years; instructor, Mississippi State Normal, two summers; professor in education, University of South Carolina, one summer; superintendent of training school, Eastern Kentucky State Teachers College, one year. Mr. Mattox is a member of the N. E. A., K. E. A., A. A. C. R., N. I. T. P. A., A. K. R, Phi Delta Kappa, and Kappa Delta Pi. He has been at Eastern since 1924. At present he is professor of education, registrar, and director of extension.

MEBANE, ELEANOR. A. B., University of Indiana; M. A., George Peabody College for Teachers; student, Art Institution of Chicago, one year; student, Chicago Academy of Fine Arts, two years; student, Art Student's League, New York, one year; student, New York School of Fine and Applied Arts, four months; student, Pennsylvania Academy of Fine Arts, two years; summer school of Modern Art, Chatham, Massachusetts, one month; pupil of Henry Snell, summer sketch class, 1934. Miss Mebane is a member of Phi Beta Kappa, the K. E. A. and the N. E. A. She has been at Eastern since 1931. At present she is assistant professor of art.

MOORE, W. J. Diploma, Eastern Kentucky State Normal and Teachers College; A. B., A. M., and Ph. D., University of Kentucky; two years, College of Law, University of Kentucky; rural teacher five

years; principal, Corinth Independent Graded School, two years; principal, Clay County High School, Manchester, Kentucky, four and a half years; superintendent, Midway Public Schools, Midway, Kentucky, two and one-half years; member of the lower house of Kentucky General Assembly, 1924. Dr. Moore is a member of Perry's Victory Memorial Commission, Phi Delta Phi, Phi Delta Kappa, Kappa Delta Pi, Pi Omega Pi, Square and Compass, N. E. A., K. E. K., the American Economic Association, the American Political Science Association, the Southern Economic Association, the Southern Business Education Association, the Kentucky Business Education Association, the Royal Economic Society, the Kentucky Academy of Social Science, and the Madison County Historical Association. In 1935 he was the Republican nominee for State Superintendent of Public Instruction for Kentucky. He has been at Eastern since 1928, and is at present professor of economics.

MURBACH, MRS. JANET. A. B., Oberlin College; A. M., University of Kentucky; graduate student, University of Paris, France; student, summer session, University of California; teacher of French, Archbold High School, Ohio, two years; teacher of French, University of Kentucky, one year; one year, graduate study at University of Toulouse, France. Mrs. Murbach is a member of Beta Phi Sorority, Modern Language Association, and the American Association of Teachers of French. She has been at Eastern since 1929. At present she is associate professor of French.

MURPHY, MARY C. A. B., Jamestown College; M. M. (music), Northwestern University; state winner of Atwater-Kent radio contest in North Dakota in 1930 and again in 1932; leading role in several grand operas at Jamestown College; Faust, Il Trovatore, and La Traviata; judge and critic at several state music meets in 1931-32; soloist in Northwestern University, A Cappella Choir, 1933-34; member of Chicago A Cappella Choir under Noble Cain; broadcaster for N. B. C.; soloist on several radio programs; teacher of music at Eastern since 1934.

O'DONNELL, W. F. A. B., Transylvania College; M. A., Columbia University; fourteen years, superintendent at Carrollton, Kentucky; superintendent of Richmond City Schools since 1926; member of the K. E. A, and N. E. A.; superinendent of student teaching 1935 to 1936. He has been president of the Kentucky Athletic Association since 1928, and president of the Central Kentucky Educational Association, 1935-36.

PARK, SMITH. B. S., in mechanical and electrical engineering, University of Kentucky; M. S. and Ph. D., University of Kentucky; traffic engineer, New York Telephone Company, one year. Dr. Park is a member of the American Mathematical Society, the American Mathematical Association (chairman of Kentucky section, 1932–36), Phi Beta Kappa, and Phi Mu Epsilon. He was a member of the 1926

session of the Kentucky General Assembly. He is co-inventor of an instrument for the determination of the center ocular rotation of the human eye. From 1923 to 1928 he was physics teacher at Eastern. Since 1928 he has been professor of mathematics.

RANKIN, ROME. Diploma, University of Michigan, School of Physical Education; diploma, University of Notre Dame Coaching School; A. B., Waynesburg College; M. A., University of Michigan; student, Muskingum College; additional graduate work, University of Michigan; member of Phi Delta Kappa and Sigma Delta Psi; coach and athletic director at Eastern, 1935 to 1936.

RICHARDS, R. R. Graduate, Normal School Department, Berea College; undergraduate student, University of Kentucky, one semester; A. B., Eastern Kentucky State Teachers College; principal of school and athletic director, Kentucky Houses of Reform, two years; education director, Kentucky Houses of Reform, two years; graduate student, University of Kentucky; M. B. A., College of Business Administration, Boston University; student, College of Law, Boston University; director, radio broadcast; member of Pi Omega Pi, N. E. A., K. E. A., C. K. D. A., Southern Commercial Teachers Association, and the National Association of Marketing Teachers. Mr. Richards has been with Eastern since 1929. At present he is assistant professor of commerce.

RUMBOLD, DEAN W. B. S., University of Buffalo; student, University of Wisconsin, one year; Ph. D., Duke University; undergraduate assistant, University of Buffalo, two years; graduate assistant in general zoology, University of Wisconsin, one year; teaching fellow, Duke University, two years; instructor, biology courses, Seashore summer school, Duke University, 1927; instructor, Culver Military Academy, summer session. Dr. Rumbold is a member of Phi Sigma, Chi Beta Phi, A. A. A. S., American Society of Parasitologists, American Ecological Society, Kentucky Academy of Science, Kentucky Academy of Visual Education, K. E. A. and the N. E. A. He has been at Eastern since 1928. At present he is professor of biology.

RUSH, RUBY. Graduate, Virginia Intermont College, Bristol, Virginia; A. B., University of Kentucky; A. M., Columbia University; rural teacher, one year; teacher, high schools of Kentucky, four years; teacher, Latin and English, high school, Madison, Florida, two years; critic teacher in training school from 1926–34; since 1934 assistant professor of Latin and supervising teacher in model high school.

SAMUELS, T. C. Ph. C. and B. S., University of Michigan; physical education teacher and athletic coach at Eastern 1934-35; assistant coach, 1935-36.

SCHNIEB, ANNA A. Diploma, Indiana State Normal School and Teachers College; student, Indiana University, one year; A. B. and M. A., Columbia University; diploma, education and psychology, Teachers College, Columbia University; additional graduate work,

Columbia University and University of Chicago; Ph. D., University of Vienna; six months' travel in Europe; city teacher; assistant principal, city normal; head of department of education and psychology, Williams Woods College, Fulton, Missouri; education and psychology, State Teachers College, Cape Girardeau, Missouri. Dr. Schnieb is a member of the N. E. A., the K. E. A., A. A. A. S., National Association of College Teachers of Education, A. A. U. W., American Federation of Arts, and the Kentucky Academy of Science. She is author of several articles on education, and psychology. She organized the Kentucky Junior Academy of Science, and is editor of its Bulletin. Dr. Schnieb has been at Eastern since 1923, and it at present associate professor of education.

SMITH, G. D. Student, Muskingum College, one year; A. B., and Honorary M. A., Ohio Northern College; B. S., Ohio Wesleyan College; student, summer sessions at Ann Arbor, Michigan; Ohio State Biological Laboratory, Cedar Point, Ohio; Carnegie Biological Laboratory, Wood's Hole, Massachusetts; superintendent of village schools in Ohio six years; head of science department, Central High School, Akron, Ohio; D. Sc., Ohio Northern College. Mr. Smith came to Eastern in 1908. At present he is associate professor of biology.

STONE, THOMAS. Mus. B., Oberlin; one year, additional work, La Follette School of Music, New York; private voilin teaching in Somerset Hills, N. J.; member of Plainfield, N. J., Symphony Society; music director, St. Johns Mine Mount, Bernardville, N. J., member of N. E. A., and the K. E. A. Mr. Stone came to Eastern in 1935. He is teacher of violin.

TELFORD, BROWN E. Diploma, Greenbriar College for Women; two terms, Cincinnati Conservatory of Music; three terms, New York School of Music and Arts; one semester, New England Conservatory of Music, Boston; instructor in piano, Madison Institute, one year. She is a member of N. E. A., K. E. A., and the K. M. T. A. Miss Telford has been at Eastern since 1917. At present she is assistant professor of music and teacher of piano.

TYNG, MRS. GLADYS. Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; one semester additional graduate work, George Peabody College for Teachers; M. A., Teachers College, Columbia University; teacher in elementary grades, three years, Guthrie and Richmond, Kentucky. She is a member of the K. E. A., and the N. E. A. Mrs. Tyng has been at Eastern since 1920, and for a while was critic teacher in the training school. At present she is associate professor of education.

VAN PEURSEM, JAMES E. A. B., Morningside College; Music B., Oberlin College; teacher of high school music and English, Wakonda, S. D., one year; principal and orchestra director, Wakonda High School, four years; graduate student, New York University;

member of K. B. O. A., N. E. A., K. E. A., K. M. T. A., and M. E. N. C. Mr. Van Peursem is chairman of the Kentucky Federation of Music Clubs. He has been at Eastern since 1929. At present he is associate professor of music.

WHITEHEAD, MRS. GUY. B. S., and B. S. in Library Science, George Peabody College for Teachers; member of American Library Association, Kentucky Library Association, N. E. A., and K. E. A. Mrs. Whitehead has been at Eastern since 1931. At present she is assistant librarian in charge of reference.

## D

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*Kentucky School Journal*, September, 1934.

BUCHANAN, PEARL L.

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*Southwestern University Monthly Journal*, 1914-1915.

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Editor of *News Letter*
*Bulletin of Southern Association of Teachers of Speech*, 1932-33, 1933-34.

Assistant editor of *Speech Bulletin*
*Publication of Southern Association of Teachers of Speech*, 1935-1936.

BURRIER, MARY KING

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*Eastern Kentucky Review*.

CARTER, ASHBY B.

Contributed Chapter X to this volume.

CASE, EMMA Y.

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CLARK, ROY B.

"On Teaching Composition"
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Contributed Chapter IX to this volume.

BECKLEY, SAM, contributor to this volume.

COX, MEREDITH J.

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*Chemical Abstract American Chemical Society*, 1923.

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*Chemical Abstract American Chemical Society*, 1924.

"A Problem in the Professionalization of Subject Matter"
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(Co-author)
"Professional Training of Science Teachers—a Comparative Study"
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CUFF, NOEL B.

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"Intelligence Testing in Teachers College"
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"Review of Nightmare, Witches, and Devils" (by Ernest Jones)
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DERRICK, LUCILE, contributor to this volume.

DIX, RUTH
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DONOVAN, H. L.
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"The Duality of the Teachers College"
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*Peabody Journal of Education*, Vol. 7, No. 5, March, 1930.

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*Educational Administration and Supervision*, Vol. 16, No. 6, September, 1930.

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*Bulletin of the Bureau of School Service*, Vol. 3, December, 1930.

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*Lexington Herald* and Louisville *Courier-Journal* (Kentucky Academy of Social Science) Newspaper Article, March, 1931.

"A Teachers College Program for 1931"
*Peabody Journal of Education*, Vol. 8, No. 5, March, 1931.

"The Teachers Colleges in the Service of the Commonwealth"
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"Is it Public Indifference or Lack of Information"
*Lexington Herald* and Louisville *Courier-Journal* (Kentucky Academy of Social Science), Newspaper Article, August, 1931.

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*Lexington Herald* and Louisville *Courier-Journal* (Kentucky Academy of Social Science) Newspaper Article, September, 1931.

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LUTES, H. H.
"Yea, Eastern", an Eastern College song.

"Marching Song", an Eastern College song.

CAMPBELL, JANE
Music to "Alma Mater", an Eastern College Song, composed by Nannie Evans.

E

## ALUMNI OF THE MODEL HIGH SCHOOL

By Richard A. Edwards

CLASS OF 1909

T. J. Bayer
Elmer A. Deiss
Shelby Jett, Jr.

CLASS OF 1910

May K. Phelps
J. P. Simmons

(No graduates in 1911)

CLASS OF 1912

Miree McDougle
Cecil Simmons
Spears Turley

CLASS OF 1913

Edwin M. Cobb
Madrue Farris
Jeptha Jett

CLASS OF 1914

Kie Doty
Verna B. Million
Wilko Scanlon
J. E. Vermillion

CLASS OF 1915

Mary Boggs
Jamie Bronston
Anna V. Deatherage
Mary Allen Deatherage
Nannie Dunn
Katherine Enright
Turley Noland
Smith Park
Robert Simmons

CLASS OF 1916

Annie Mae Hord
Mark A. Phelps
Russell Million
W. Kenneth Ramey
Lillian A. Smith
William A. Wagers

CLASS OF 1917

Joel E. Arbuckle
Sue Elizabeth Chenault
Frederick M. Davison
James Gentry
Virginia Hobson
Thomas J. House
Dorothy Myers
Alice Lorraine Petty
Thomas Phelps
Virginia Shanklin

CLASS OF 1918

Isabel Bennett
Chester Clark
Mabel Ruth Coates
Myrtle Cornelison
Mary Louise Covington
Laura Hord
Ollie Hord
Elizabeth Hume
Mary J. Jones
John B. Lackey
Elbridge Noland
Sarah Elizabeth Sallee
Samuel Henderson
Gladys R. Smith
Bessie Telford
Robert L. Telford
Mary Louise Terrell
Amy D. Turley
Sudie Warren

CLASS OF 1919

Patrick Allen
Rowena Coates
Willie Barnes
Frances English
Virginia Harrison
Mary Katherine Jasper
Fannie Kellems
Lucille Minter
Sarah V. Myers
Edith Nunn
Lelia Price
Harvey Smith
Galen White

CLASS OF 1920

Zerelda Baxter
Laura Isabel Bennett
Hume A. Chenault
Josephine Covington
Lana Martine Coates
W. D. Dunaway
Lenora Earl Elmore
Nancy C. Evans
Richard Green
Virginia Hisle
Lloyd Moore
Edmund Noland
Coleman Oldham
Eloise Samuels
Margaret Turley

CLASS OF 1921

Henry Arnold
William Blanton
Goldie Brown
Grace Brady
Margaret Chenault
Mary Emily Chenault
J. Coleman Covington
Clarence Deatherage
Margaret Doty
Geneva Hord
John Jayne
Diana Lackey
Flora Lane
Margaret Lane
Allie Dean Ray
Ollie Tye Williams
Lucy Treadway

CLASS OF 1922

Thomas Adams
Sarah Arbuckle
Shelby Carr
Agnes Clancy
Stella Cross
Leslie Evans
Flora Evans
Lillian Harrod
Robert Harrod
Taylor Hoskins
Viola Hord
Green Hogg
Margaret Lewis
Mary Elizabeth Luxon
Travis Million
Carolyn Rice
Georgia Smith
Rachel Telford
Bernice Tudor
James White
Louis G. Dudderar
Dolly Pickels

CLASS OF 1931

Annie Bales Black
Paul Herrin
Davis Gentry
Ruby Christine Kearns
Harold A. Pelfrey
Lowell Pelfrey
Minnie Belle Potter
Neville Rowlette
Edna Sparks
John L. White
Roger Wilson
Louise Hurst
Vivien Stephenson

CLASS OF 1932

Henry Baugh
Sarah Mason Black
Wilma Bond
Beulah Bowles
Mary Alice Burrus
Lucille Case
Jamie Dudley
Thomas Farris
Nettie Lusk
Clarence Mullis
Margaret Park
Louise Parrish
Ella Mae Rankin
Mary Elizabeth Rowlett
E. T. Wiggins, Jr.
Roy Young
Faye Fuller
Joe Clark Herrin
Frances Maude Honchell

CLASS OF 1933

Datha Vida Bond
Elizabeth Bennett Collins
William Joe Collins
Edward Congleton
Robert Morris Creech
Edna Attilla Dalton
Annette Velinda De Jarnette
Hattie De Jarnette
Mary Willis De Jarnette
Norma Garrett
Elizabeth Green
Susan Russell Greene
Alene Mae Kearns
Margaret Dudley Neale
Neva Katherine Park
Tabitha Phelps Park
Amy Louise Parrish
Reba Virginia Parsons

CLASS OF 1934

Morris Milton Barnes
Dorothy Dean Carnes
Mary Lois Clark
Stephen Cook Edwards
George Waller Evans
Jane Olive Hendren
Pearl Deaver Hendren
Bessie T. Leer
James J. Neale, Jr.
Jane H. Robinson
Mary Lynn Stebbins
Edward Taylor
Emilie Verne Wiggins
Mildred Abrams
Mary Ann Collins
Woodrow Cotton
Iris Cotton
Margaret Steele Zaring

CLASS OF 1935

J. Marshall Arbuckle
T. J. Black, Jr.
Margaret Louise Culton
Margaret Mae Deatherage
Dann Wood Denny
Ruth Allene Hammonds
Mary Doty Hunter
John Earl Kayse
J. Ross Kirwan
William G. Moore
Charles Edward Robinette
Pearl Mae Stephenson
Joe F. Taylor
Stanley Wilson

F

# ALUMNI DIRECTORY (1907–1924)[1]

## TWO-YEAR COLLEGE GRADUATES

By Lucile Derrick and Sam Beckley

### CLASS 1907

Bailye, Eva*
Jeffers, Jennie
Mason, Mabel
Rice, Alma R.
Sullivan, Hattie M.

### CLASS 1908

Abner, James R.
Dale, C. S.
Daniel, William E.
Davis, Ruth W.
Gaines, Alberta
(Mrs. Alberta Gaines Stevens)
Gray, Caroline M.
Morris, Emma
Sullivan, Flora J.
Ward, W. B.
Womack, Alma

### CLASS 1909

Anderson, Leslie
Chandler, S. P.
Davis, H. L.
Fallis, O. B.
Gifford, C. H.
Holbrook, Cam S.
Jones, J. C.
Morgan, Elizabeth W.
Pettus, Ila
Scott, Cathryn V.
Starns, D. H.

### CLASS 1910

Baker, Clyda
Baker, Eunice
Bergmyer, Margaret G.
Boothe, I. H.
Bradford, H. T.
Brooks, David
Campbell, J. B.
Caudill, W. M.
Colyer, Mary Lee
Cox, Lula
Culton, Thos. B.
Cundiff, E. F.
Davis, Allen
Davis, James S.
Evans, Mattie
Farley, Lela
Ferguson, Burdeaux
Ferguson, Roscoe C.
Gragg, Everett
Greenleaf, Van
Hamilton, George D.
Houchins, Jennie*
Hughes, Bessie
Hylton, Cora
(Mrs. Dr. L. Whitaker)
Irvine, J. S.
Jones, O. V.*
Lander, Alice
Long, Agnes
(Mrs. H. T. Ransdell)

[1] See the last paragraph of Chapter XIV.
* Deceased.

McDougle, Ivan E.
McHargue, Sue B.
Maynard, James G.
Moneyhan, Edith
Moneyhan, Edna
(Mrs. Edna Richards)
Morgan, Libbie
Mullikin, Otis L.
Neace, John G.
Prose, Bertha
Qualls, Webster
Richardson, Edgar
Roling, Lena Gertrude
Sasser, Mrs. Alice
Scott, Elizabeth
Scoville, Elizabeth
Sharon, Lowell
Sheriff, Robert
Tarter, Gertrude
Taylor, Eva
Tye, J. J.
Webb, Arnold
White, Catherine

CLASS 1911

Alcorn, Nora
(Mrs. H. B. Owens)
Amburgey, M. D.
Arnold, Sue V.
Brammer, John C.
Buchanan, Lelia Gore
Carter, Frank M.
Dodson, Flora
Dyche, Emily Byers
(Mrs. J. L. Buchanan)
Elmore, Mary
Everage, Mary
Faulkner, Garnet
Huffaker, Leona
Jackson, Sadie Rea
Luttrell, Paul
Meece, V. F.
Moore, George Mansfield
Parard, Marie Joseph
Pettus, Mary Rebecca
Pollitt, Clara Edna
(Mrs. Ernest F. Overstreet)
Reed, Everett H.
Reid, Homer Lloyd
Roberts, Byron M.
Schwartz, Kathryn A.
(Mrs. Melville Byrd)
Tinder, Della
Walker, Fay Rowlett
(Mrs. Curtis W. Reece)
Ward, Sara Ellen
(Mrs. Lewis Clifton)

CLASS 1912

Chambers, Jay Lea
Daniels, Flora B.
Evans, Marvin N.
Ewen, Mabel Russell
Glass, Fannie
Gullett, W. P.
Hamilton, Annie Laurie
(Mrs. A. C. Sharp)
Johnson, Shelia M.
Jordan, Victor A.
Kelley, Nora Starke
Kelley, Sara Maude
Lester, Lena Elizabeth
McNutt, M. H.
Mathis, Anna
(Mrs. Theodore Oppenheim)
Moore, Arvon T.
Morriss, Marian Anna
(Mrs. Joseph F. Beattie)
Rayburn, Maude Mae
(Mrs. Maude R. Wooten)
Rich, Ada
Schirmer, Margaret E.
Thurman, Ninnie B.
Trent, Ada
Vaught, Allie A.

CLASS 1913

Amburgy, L. M.
Ballard, May D.
Bertram, Elizabeth L.
Bogie, Annie Miller
Boothe, John E.
Broaddus, K. E.
Brock, Maria
(Mrs. Paul Gordon)
Bryant, Ben
Caywood, James
Covington, Mary Q.
Cox, Ella K.
(Mrs. Ella Cox Kelly)
Crowder, Mabel
(Mrs. B. L. Murphy)
Day, Angella
Day, James T.
DeLong, Emma
DeLong, H. G.
Dempsey, Corrine
Floyd, Mary I.
George, Edythe C.
Gould, Willie Anne
Hale, Mahala
(Mrs. Mahala Bingham)
Haley, C. F.
Harris, O. H.
Hendren Allie E.
(Mrs. Frank Wheeler)
Henry, Elizabeth B.
Johnson, Fannie
Johnson, Nell
Kennard, Albert
Lake, Alma
Laubisch, O. A.
Lewis, W. H.
Lutes, S. B.
McCarthy, Anna M.
McDougal, Miree*
Messman, Margaret
Mills, H. H.
Oldham, Emma
Osenton, Mabel
Quillen, Marie
Remy, Paris D.
Scoville, Magnolia
Smith, May
Sporing, T. B.
Stidham, C. B.
Stigall, Dumont
Taylor, Eddie
Taylor, Emma W.
Thomson, Henrietta
(Mrs. Henrietta Collis)
Ware, Daisy Lynn
Williams, E. W.

CLASS 1914

Akin, Paris B.
Ammerman, Mary Jane
Ballard, Leonard H.
Bertram, Anna L.
Bowman, Daphne H.
Brown, Fannie May
Caldwell, L. C.
Calico, Zula E.
Chrisman, J. Warren
Clark, Emsy
Clark, L. A.
Coons, Nellie
Cornelison, Lula McKee
Davidson, Perry
Deatherage, Willie Mae
Dempsey, Evelyn
Dodsworth, Vivian M.
(Mrs. John R. Roman)
Donahue, Annie M.
Doty, Mary*
Early, Beulah Newman
(Mrs. Beulah Davis)
Early, Lela
(Mrs. Lela Elliott)
Gilmore, Chas. M.
Gordon, Anna E.
Gray, Mary Frances
Hacker, Isaac

* Deceased.

Hale, Lula M.
Harmon, Ella Maude
Hayden, Maude Frances
Hemlepp, Emma Theresa
Horine, Elizabeth
Hounchins, Ollie Mae
(Mrs. Thos. Gabbert)
Johnson, Rowena
Kirk, Herschel R.
Lipps, Mattie Louise
McWhorter, Stella
Martin, Marguerite
Myers, Nancy B.
Plummer, Nancy K.
Price, Florence Ethel
Price, Hobart V.
Price, Odessa Blains
Rankin, Edna Mae
(Mrs. Edna Rankin Hurtuk)
Redwine, Marcus C.
Rice, Linnie M.
Ross, Mary E.
Sams, Eva Edith
Scoville, Hallie Mae
Scrivner, Ruth
Seitz, Florris
Skinner, T. W.
Smallwood, Enoch
Thompson, Stella E.
(Mrs. Stella Lutes)
Tipton, Pressit H.
Turner, Ervine
Vories, Emma DeWitt
(Mrs. Leland Meyers)
Walsh, Lula
Whaley, Nancy Myers
Williams, B. M.
Williams, John L.

CLASS 1915

Barnette, Rebecca Jayne
(Mrs. Rebecca Jayne Ford)
Bowman, Betsy
(Mrs. Fred Hupp)
Cook, Leland
Crawford, Albert B.
Duffy, Cornelia Read
Evans, Mollie T.
(Mrs. Chas. H. Stratton)
Farley, Minnie E.*
Garley, Ida Mae
Gilbert, Evelyn C.
Goodman, K. C.
Hampton, Daisy
Harris, Lelia Jane
Hearne, Hannah Jane
(Mrs. C. E. Smith)
Hickok, Katherine C.
Holliday, Surrilda
(Mrs. Green Fugate)
Huguely, Henry Wood
Lamb, Naomi N.
Land, Ettabelle
Liles, Ella
Liles, Eva
Lutes, Maude Alma
McComis, Madge M.
Maupin, Amanda B.
Moyers, Fannie
Phillips, Rebekah A.
Richie, William
Smith, C. E.
Vogel, Clara Louise
Wade, Saline
(Mrs. Saline Wade Jones)
Walker, Belle McM.
Ward, Forest
Watkins, Alice E.
White, Bess
Yates, Margaret M.

CLASS 1916

Adams, Louise Rhorer
Akers, Ezra
Asher, James J.
Baker, Emma B.

* Deceased.

Bates, Joseph B.
Bedford, Emma C.
(Mrs. J. L. Ransdell)
Benette, Verna
Blackburn, Lena
Brady, Maude Evelyn
Cain, O. W.
Cubbage, Anna Mary
(Mrs. Anna C. Sandusky)
Dietrich, Lois
(Mrs. Lois D. Freeman)
Dobrowsky, Rose
Downard, Mary Elizabeth
(Mrs. Mary D. Merrill)
Early, Nellie Katherine
Gibson, Ellen C.
Goldenburg, Carrie
Hays, Willie
Hoskins, Ruth Gibson
Jones, Brilla
Kelly, Robert Lee
Knox, Lilly Ulah
Lancaster, Jennie Mae
(Mrs. Turley Noland)
Lawson, Nan Wood
Little, Robert E.
Lutes, Lloyd H.
McClure, Bernice
McWhorter, Howard
Mason, Matilda
Merrit, Ethel
(Mrs. John Lisle)
Mills, L. H.
Mills, S. A.
Monahon, Harry F.
Morgan, Ida
Nichol, L. DeGarmo
Noe, Fannie
(Mrs. W. O. Hendren)
Noland, Mariam
(Mrs. James Wilson)
O'Brien, Betty
Ramsey, Alice
Roland, Laura Beatrice
(Mrs. Paris B. Akin)
Ruby, Golden
Rucker, J. G.
Rucker, Lucile
Shearer, James R.
Shearer, Lee
Shearer, Mollie
Smith, Joshua
Smith, Prudence Allen
Spurlock, Eugene
Stone, Lucille
Stone, Stella Hubble
Sturgill, Norah Marie
(Mrs. J. W. Wines)
Taylor, Hiram H.
Thomas, Albrow B.
Turpin, Mary Kathryn
Waters, Virginia Henshaw
Williams, Mrs. John L.
Wills, Omar Robbins
Wilson, Lela Frances

CLASS 1917

Adams, Mattie
(Mrs. R. B. Smart)
Allman, Carrie A.
Baughman, Sadie S.
Boothe, Gertrude
Bourne, Mayme
Bridges, Olla Ray
(Mrs. Z. T. Shirley)
Bronson, Jamie
(Mrs. Lawton Long)
Brophy, Mary Irene
(Mrs. Charles Francis Trent)
Burton, Marietta E.
Carpenter, Katie
Carter, Virginia Watts
Champion, Ebon
Chandler, Eda S.
Clere, Easter L.
Cochran, Avonia H.
Coffey, Rena
Cooper, Anna E.
Crowe, Ida M.
Crowe, Lina B.
Dalton, Lora I.

Demmin, Lillian W.
Dilgard, Louise
(Mrs. O. F. Straight)
Dotson, J. E.
Ernest, Viola M.
Ewen, Mayme
(Mrs. G. W. Marshall)
Falin, Winnie
(Mrs. H. F. Honk)
Faris, Macie M.
Galbraith, McCellan
Gilkerson, Florence
(Mrs. Clyde Ramsey)
Gillispie, C. C.
Goldenbrug, Mary G.
Harris, Mattie B.
Haughaboo, Susan
(Mrs. L. C. Caldwell)
Hedden, Daphne M.
Heflin, Frances I.
Heflin, Serena
Henry, Evelyn Price
(Mrs. Elvin Langford)
Hill, Emery D.
Hord, Anna M.
Hubbard, Dillard
Jones, Carrie B.
(Mrs. Carrie Jones Pigman)
Kenny, Katherine
Keyser, Sara E. (Mrs. Sara Keyser Schepperly)
Lambert, Linwood K.
Lyon, Rachel C.
McKee, Marta Y.
(Mrs. E. C. Dawson)
McKee, Miriam
Marrs, Grace A.
Martin, Frances
Martin, Lloyd L.
Moore, William
Morgan, Luther F.
Murphy, Alfred L.
Nolan, Stella
Parard, Katherine
Parker, Ruth R.
Patrick, Hester
Perry, Bernard
Prather, A. P.
Pratt, Sara Mildred
Roach, Dora E.
Robertson, Imogen
Rowland, Clayton
Saunders, Jean
Schoenfeld, Effie
Searcy, Mary S.
Slack, Ida Mae
Sloan, Myrtle
Smith, H. Woodson
Smith, Katie B.
Sword, Adeline H.
Tibbals, Sarah
Trimble, Kathleen
Vikery, J. E.
Vories, Marion H.
Walker, Ellen
(Mrs. Edwin D. Smathers)
Webb, Dermont G.
Winn, Grace
Yeager, Carroll N.

CLASS 1918

Boudinot, Nancy
Boyer, Martha K.
Boyer, Mary L.
Brown, M. C.
Burdett, Sallie S.
Chalkey, Mary Lillian
Chapman, Mollie V.
Cloyd, Pearl M.
Cobb, Pluma
Cotton, Beulah M.
Cox, Caroline Lee
Duncan, Priscilla P.
(Mrs. Arthur S. Chapin)
Evans, Nora Lee
Everett, Grace A.
Garrett, Mabel Cree
(Mrs. Stanley Pullen)
Gentry, Minnie W.
Gregory, Anna Lee
(Mrs. Anna Lee Qualls)

Horn, Anna M.
Miller, Maude M.
Miracle, Jas. T.
Montgomery, Mrs. L. H.
Morton, Mabel Hutchinson
Ogg, Nina Rachel*
Sanford, Carol Hudson
Scott, Amelia Jane
Shearer, Nancy William
Steele, Flora C.
Taphorn, Mary Martha
Trammel, Ella May
Webb, Bennie M.
Wilson, Huldah
York, Lottie Alice

CLASS 1919

Ballinger, Lucy
Burchett, Minnie
Champion, Lois
Greathouse, Stella
Gudgel, Mary F.
Hacker, Mrs. Mary
Harlow, Lora May
McDonald, Linnie
Miller, Nina
Mills, Otto
Pettey, Alice L.
Powell, Rachel Mae
Rankin, Mary Lou
Scrivner, Pearl
(Mrs. John Wilson)
Shelton, Mrs. Nancy
Sothard, Mary
Thomason, Christine
Whaley, Lettie L.

CLASS 1920

Binder, Josephine
Callebs, Mrs. Dora
Calico, Mamie
Campbell, Elizabeth R.
Capos, Mary D.
Clubb, Mary Isabelle
Coates, Mabel Ruth
Collette, Gertrude M.
Driggs, Mabel Loud
Duncan, Archie Cosby
Gibson, H. H.
Hopkins, Maggie
Hughes, Sibyl
Jefferson, Elizabeth
(Mrs. O. B. Dabney)
Jett, Laura V.
(Mrs. W. A. Moore)
Jones, Lillian B.
Meeks, Eugenia
Montgomery, Sudie F.
(Mrs. Richard Boardman)
Moore, Bess M.
Moss, Georgia
Neal, Martha Maye
Reed, Curtis
Risk, Louisa
Stroker, Lelia E.
Teater, Maude
Templeton, Lona M.
Thomason, Louvenia
Tilton, Jessie Lee
Tyng, Mrs. Gladys Perry
Warren, Sudie T.
Williams, Lorena
Williams, Martha E.

CLASS 1921

Adams, Mrs. Elizabeth Cain
Baker, Myrtle Lee
Bisceglia, Barbara
Browning, Grace
Clifton, Louis
Coates, Rowena

* Deceased.

Covington, Hester Louise
(Mrs. Robert Caldwell)
Dettwiller, Daisy D.
Dickerson, Lily B.
Fincel, Clara Jane
(Mrs. Z. C. Long)
Floyd, Marie
Fonch, T. E.
Gilvan, Bessie H.
(Mrs. Bess Bromagen)
Griffin, Myrtle G.
(Mrs. George B. Griffin)
Hawkins, Nannie Belle
Huddleston, Pattie G.
Jewell, J. W.
Johnson, Ruth*
Lackey, Mary Elizabeth
Long, Mildred M.
McCollum, Mrs. E. E.
McKinney, Mary Frances
Monson, Sadie B.
Mullich, Anita
Reynolds, Maggie
Rigney, Ella
Roberts, Delaine
Schormann, Huldah
Stipp, Maye
(Mrs. Lindsey Cockrell)
Story, Virginia
Turley, Amy D.
Walker, Lula Kern
Watts, Elsie
(Mrs. Frank Terhune)
Watts, Ovie
Yates, Emma Irene

CLASS 1922

Adams, Eunie Mae
Adams, Kearney M.
Bell, Martha White
Broaddus, Ruth Marie
Bryant, Beulah
Calico, Mattie
Clark, Julia
Clark, Myrtle Marie
Coates, Lana Martine
(Mrs. Stuart Brabant)
Colyer, Adeline
Combs, Bradley
Congleton, Mrs. Conley
Crook, Margaret
Detwiller, Josephine
Farmer, Edna S.
Foster, Ray P.
Fox, Amelia Elizabeth
Gentry, Sallie
(Mrs. Browning Terrill)
Gillispie, Mildred
(Mrs. Sam Denny)
Griggs, Mary Earle
(Mrs. Andrew Turpin)
Hall, Maye Edith
Harlow, Pauline
(Mrs. Eugene Thompson)
Hart, Ethel E.
Hays, Alma
Higgins, Herbert
Hisle, Virginia W.
(Mrs. James J. Shannon)
Jones, Mary Joseph
Latimer, Genia Ruth
Little, Daniel Boone
McDaniel, Mamie Clay
Moser, Walter B.
Owen, Naomi Woodson
Owens, Mary Alma
Pendleton, Mattie E.
Perkins, Alice M.
Rice, Zelia
(Mrs. A. T. Coates)
Rush, Paul
Samuels, Eloise
Sandlin, Christine
Scott, Virgil B.
Smith, Anna May
Snyder, Bertha J.
Soper, Ora Allen
(Mrs. F. O. Schneider)
Strother, Lucille
(Mrs. Green Hogg)
Taylor, W. C.

* Deceased.

Tucker, Gladys L.
(Mrs. Gladys L. Miller)
Turley, Margaret
Tyree, Ralph
Vosloh, Helen
Warner, Hattie C.
Waterfield, Mary Louise
(Mrs. Elbridge Noland)
White, Joseph J.
Willoughby, Hortense

CLASS 1923

Acra, C. S.
Akens, C. N.
Allan, Alberta
Allan, Cordie
Allan, Ruth
Arnett, Edgar
Arthur, Alva
Boggs, Edith
Botts, Josephine Chenault
Campbell, G. W.
Carter, Margaret Ann
Clark, Della May
(Mrs. F. E. Bales)
Cochran, Mrs. Lutie D.
Covington, Coleman
Cox, Ellen
Cralle, Myrtle Margaret
Davis, Edna
(Mrs. Edna Davis Born)
Deatherage, Valinda
Denny, Sam J.
Desha, Sara Snell
Duckworth, Lucy M.
Dunaway, William Dailey
Dunbar, Verna
Duncan, Mrs. Maye
Elam, E. E.
Elliott, Cecile
Goggin, Ruth Esther
Hanson, Eliza
Hill, N. M.
Hord, Laura Frances
Hord, Ollie
Hutchinson, Sara
James, Tevis
Jasper, Elizabeth
Jayne, John
Kalusy, Alice Mae
Karrick, Loutica
Kirk, Elsa Frances
(Mrs. J. C. Towery)
Lane, Margaret
Leathers, Hettie
(Mrs. Ishmael Triplett)
Liles, Lowell
Lutes, Esther Florence
Martin, Susan Mary
Martin, Tabitha
(Mrs. Virgil McMullins)
Moss, Anna Britain
Owens, Bess Alice
(Mrs. R. E. Denton)
Owens, Thelma
(Mrs. S. A. Watts)
Parks, Anna Lee
Pollitt, Ethel Lula
Prewitt, John W.
Price, Lela
Proctor, Roy E.
Ramsey, Jennie Elizabeth
Riley, Ruth
Risk, Margaret
Ross, Andrew J.
Rouse, C. Raymond
Sammons, Eugene
Shearer, I. B.
Shearer, Morton
Simpson, Capitola
Smiser, Louise
Smith, Gladys
(Mrs. R. W. Jones)
Steele, Ida McKinley
Stocker, Rey
Stone, Fern
Taylor, Mrs. Ethel Tudor
Telford, Josephine
Templeton, Hobart
Vice, Mabel Ruth

Vories, Marjorie
(Mrs. Robert Beatty)
Waits, Lucille Ailine
Watson, Mrs. Bertie T.
Watts, Audie
(Mrs. W. C. Brown)
Wells, Lillian J.
Whaley, Margaret Katherine
Wilson, Maude
Wood, J. Herman

CLASS 1924

Arbuckle, Sara
Aldridge, Irene
Baker, Eula
Barberick, Julia Anna
Bodkins, Callia Elliott
Bogie, Bernie
(Mrs. Bernie Bogie Mixon)
Bowman, Neal S.
Boyer, Willie
Burke, Vesta
Burns, Valeria Catherine
Bradshaw, Mary Stokes
Bryan, Robert Earl
Campbell, Clara
Campbell, Ethel
Caudill, Mrs. Edith Rice
Clancy, Agnes
Cochran, Kathleen
Cornelison, Myrtle
Coughlin, Josephine
Crouch, Elizabeth
Day, Mary Vance
Dearborn, Mae
Denny, Edwin R.
Driggs, Eloise Polk
Ellis, Cecile Arthur
Ellis, Henry L.
Estes, Bertha Mae
Evans, Ethel Lee
Fanning, Iva Mae
Fields, Davis
Fox, Barnett C.
Garrett, Martha
Goodpaster, Ella
Gray, Elvah Pearl
Green, Flossie Mae
Hall, Helen Katherine
Hance, Willie Brown
Harberson, Jane
Harmon, Judson
Harmon, Lawrence*
Harrod, J. G.
Harrod, Mrs. J. G.
Hayden, Lunata
Hiteman, Elsie
Hood, Claude M.
Hord, Geneva H.
Hoskins, Alma
Hoskins, Alta
Hubbard, Elizabeth
Huff, Golda M.
Huguely, Anna Catherine
Hyden, Blanche
James, Robbie
Jayne, Blanche
Johnson, Brayan
Jones, Mrs. John Spencer
Jones, Katherine
Kaluesy, Virginia
Karrick, Ethel Mae
Kelch, Augusta E.
Kennedy, Blanche
Kindred, Frances Dean
(Mrs. Chas. Eubank)
Kunkle, Mabel
Lacefield, Ascha Saunders
Lane, Florris
Lane, J. E.
Lane, Ruth
Little, Fay Ward
Lowe, Lelia Mae
Lutes, Verna
Mackey, A. B.
Mainous, Clayton G.
McCable, Valeria
McDaniel, Minerva

* Deceased.

McKinney, Georgia
Million, Harriet
Mobley, Jessie Y.
Moffett, Mary Catherine
Moreland, Lee Rogers
Newby, Emma
Norton, Egbert F.
O'Neal, Anna Katherine
(Mrs. Walter Rice)
Osborn, Lou Elise
(Mrs. Albert Peutrebaugh)
Patrick, Grace
Pennington, Lacie Cecila
Perkins, Edna
Perkins, Ivy
Pinnell, Clara Mae
Pigg, Minnie
Reeves, Anna Louise
Rice, Carolyn
Ricketts, Dorothy M.
Robey, Bess
Robinson, Grace
Rominger, Virginia
Routt, Virginia
Rowland, Clarice
Ruble, Sunbeam
Rye, Elizabeth
Shelton, Mrs. Allie
Shepherd, Gladys Lucille
Sine, Pauline
(Mrs. Wayne Smith)
Smith, Eddie
(Mrs. C. E. Word)
Smith, Georgiana
Smith, Gertrude
Smith, Margaret
Smith, Ray E.
Stapleton, Eula Leah
Stocker, Bonnie Mae
Stokes, Sue
Sudduth, Mary R.
(Mrs. D. L. Stoddard)
Swartz, Pauline
Taulbee, Lillian Mae
Taylor, Julian
Taylor, Riffie B.
Terrill, Dorothy
Ulery, Ethel
Urmston, Katherine Grace
Walker, Blanche
Webb, Lela
Whaley, Elizabeth
Williamson, June
Williams, Olive Rose
Wilson, Ella Bond
Wilson, Gertrude
Witham, Evelyn
Word, C. E.

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# ALUMNI DIRECTORY (1925-1936)[1]

By Lucile Derrick and Sam Beckley

## FOUR-YEAR GRADUATES

Aaron, William George,* A. B., Eastern, 1926; M. A., University of Kentucky, 1933.

Ackerman, Mrs. Robert (nee Helena Park), A. B., Eastern, 1933. High School Teacher, Corinth, Kentucky, 1935-36.

Acra, C. S., A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1929.

Adams, Ben, B. S., Eastern, 1932. Teacher, Carr Creek, Kentucky, 1932-33; Gander, Kentucky, 1934-35; Carr Creek, Kentucky, 1935-36.

Adams, Mrs. Kearney S., A. B., Eastern, 1932. Graduate Teacher, Garrard County, Kentucky, 1932–36.

Adams, Kearney S., A. B., Eastern, 1932. Merchant, Lancaster, Kentucky, 1933–35.

Adams, Mrs. Lundy (nee Mary Ann Patton), A. B., Eastern, 1935. High School Teacher, Taylorsville, Kentucky, 1935-36.

Adams, Mrs. Marion F. (nee Mary Katherine McCord), A. B., Eastern, 1929. Teacher, Shelby and Madison Counties, Kentucky, 1926–31.

Adams, Ollie, B. S., Eastern, 1935. High School Teacher, Williamsport, Kentucky, 1935-36.

Addis, Frances (See Turner, Mrs. W. R.).

Adkins, Claude D., B. S., Eastern, 1935. Superintendent, Robertson County, Kentucky, 1935-36.

Adkins, Robert Thompson, Jr., A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1930.

Alexander, Barbara, B. S., Eastern, 1934. Teacher, Middlesboro, Kentucky, 1934-35; Benham, Kentucky, 1935-36.

Alexander, Chester R., B. S., Eastern, 1929; M. A., University of Tennessee, 1930. Teacher, Southwest Baptist College, Missouri, 1930–35.

Allen, Carl E., A. B., Eastern, 1935. Teacher, Ellisburg, Kentucky, 1935-36.

Allen, Harriet Floretta, A. B., Eastern, 1935.

Allen, Jack, A. B., Eastern, 1935. Teacher, Prestonsburg, Kentucky, 1935-36.

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[1] See the last paragraph of Chapter XIV.
* Deceased.

Allen, James R., A. B., Eatsern, 1935. Teacher, New Haven High School, Boone County, Kentucky, 1935-36.

Allen, Mary Evelyn, A. B., Eastern, 1933. Grade Teacher, Ferguson, Kentucky, 1934–36.

Allie, Mrs. D. C. (nee Thelma Wagoner), A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1931. H. S. Teacher, Boyd County, Kentucky, 1929–35.

Alsip, Joe M., A. B., Eastern, 1934. Ky. R. R. C. employee, 1934-35. Grade School Superintendent, Packard, Kentucky, 1935-36.

Amis, Otis Cecil, A. B., Eastern, 1929; M. A., University of Kentucky, 1934; Graduate Student, Peabody College, 1930. High School Principal, Knox County, Kentucky, 1929-30; Grade School Principal, Grays, Kentucky, 1930-31; City School Superintendent, Mt. Vernon, Kentucky, 1931–35.

Ammerman, Mary Jane, A. B., Eastern, 1926; Graduate Student, University of Kentucky, 1929; University of Cincinnati, 1934-35. Grade Teacher, Irvine, Kentucky, 1926-27, Covington, Kentucky, 1927-28; Junior High School Teacher, Covington, Kentucky, 1928–35.

Anderson, Nelle Evelyn, A. B., Eastern, 1934. Grade Teacher, Jonesville, Virginia, 1934–36.

Anderson, Ross C., B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1935. High School Teacher, Island City, Kentucky, 1933-34; Maxewan, West Virginia, 1934–36.

Angel, Gertrude Hayes, B. S., Eastern, 1934. High School Teacher, LaFollette, Tennessee, 1934-35; High School Librarian, Williamsburg, Kentucky, 1935-36.

Angel, Green Berry, B. S., Eastern, 1935.

Arbuckle, Sara E., A. B., Eastern, 1926.

Arnold, Ansel B., A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1935. Assistant High School Principal, Oddville, Kentucky, 1931-32; High School Principal, Goforth, Kentucky, 1932-33; Assistant High School Principal, Butler, Kentucky, 1933–35; High School Principal, Butler, Kentucky, 1935-36.

Arnold, Sue V., A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1931. Grade Teacher, Crittenden, Kentucky, 1930–33.

Arvin, W. J., B. S., Eastern, 1933; M. A., College of Bible, Transylvania University, 1935. Pastor, Big Hill Avenue Christian Church, Richmond, Kentucky, 1933–36.

Ashby, Mrs. William (nee Mary Kathryn Burns), A. B., Eastern, 1933. F. E. R. A. Teacher, Ashland, Kentucky, 1934–35.

Ashcraft, Lucy (See Leaver, Mrs. Sidney).

Ashmore, Robert Ben, B. S., Eastern, 1935. Grade Teacher, Woodleigh School, Mason County, Kentucky, 1935-36.

Atkinson, Mrs. Stella Congleton, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1930. High School Teacher, Irvine, Kentucky, 1929–35; Assistant High School Principal, Irivne, Kentucky, 1934-35.

Bailey, Robert J., A. B., Eastern, 1932. Grade School Principal, Smiley, Kentucky, 1932-33; Frazier, Kentucky, 1934-35.

Ball, Mrs. Dewey (nee Bertha Broaddus), A. B., Eastern, 1928. High School Teacher, Whitley City, Kentucky, 1928–30; Grade Teacher, Revilo, Kentucky, 1930–34; Employee, K. E. R. A. Office, Stearns, Kentucky, 1934-35.

Ball, Willie B., A. B., Eastern, 1935. High School Teacher, Forks of Elkhorn, Kentucky, 1935-36.

Ballard, May Douglas, A. B., Eastern, 1929.

Ballinger, Mrs. Bessie K., A. B., Eastern, 1933. Consolidated School Principal, Bethel, Kentucky, 1933–36.

Ballou, Orvilee, B. S., Eastern, 1935. High School Teacher, Pleasant View, Kentucky, 1935-36.

Ballou, Mrs. Raymond Dempsey (nee Anna Marie Bogie), B. S., Eastern, 1933.

Ballou, Raymond Dempsey, A. B., Eastern, 1935. High School Teacher, Williamsburg, Kentucky, 1935-36.

Banks, Edgar, B. S., Eastern, 1932. High School Teacher, Whitesburg, Kentucky, 1932–35.

Barbe, Emma Frances, A. B., Eastern, 1935.

Barrett, Mrs. R. T., A. B., Eastern, 1929. Junior High School Teacher, Ashland, Kentucky, 1930–35.

Baugh, Henry M., B. S., Eastern, 1935; Medical Student, University of Louisville, 1935-36.

Bayer, Jack, B. S., Eastern, 1933; Law Student, University of Virginia, 1933–36.

Beckley, Sam Combs, A. B., Eastern, 1935. Assistant Director of Extension, Eastern Kentucky Teachers College, 1935-36.

Becknell, Wilma, B. S., Eastern, 1935.

Bell, Ira, A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1934-35. High School Principal, Garrett, Kentucky, 1928-29; Superintendent, Wayne County, Kentucky, 1929–36.

Bell, Mrs. Julia Goodpaster, A. B., Eastern, 1930. Grade School Principal, Wayne County, Kentucky, 1930–35.

Bell, William Gobel, B. S., Eastern, 1934; Graduate Student, Miami University, 1934-35. High School Teacher, Winchester, Ohio, 1934–36.

Belwood, Mary Frances (See Fry, Mrs. Paul).

Belue, Ida Helen (See Garriot, Mrs. W. E.).

Bender, Joseph H., B. S., Eastern, 1933. Employee, H. Zussman & Son, Cincinnati, Ohio, 1933–35; Employee, Accounting Department, W. P. Clancy & Co., Cincinnati, Ohio, 1935-36.

Bentley, C. Frank, A. B., Eastern, 1933. Assistant High School Principal, Brock, Kentucky, 1933-34; High School Principal, Brock, Kentucky, 1934–36.

Bertram, Anna Louise, A. B., Eastern, 1927; Graduate Student, Ohio State University, 1929, Columbia University, 1930. Superintendent, Lewis County Schools, Vanceburg, Kentucky, 1923–35.

Bertram, Mrs. Jessie Shearer, A. B., Eastern, 1934. High School Teacher, Mill Springs, Kentucky, 1934–36.

Bevins, Mrs. Ben L., B. S., Eastern, 1932. Grade Teacher, Huddy, Kentucky, 1932-33.

Bevins, Billie Zetta, A. B., Eastern, 1929.

Black, Anna Bales, B. S., Eastern, 1935. Assistant Director of Cafeteria, Eastern Kentucky Teachers College, 1935-36.

Black, Edward L., B. S., Eastern, 1935.

Blackwell, Frances (See McIntyre, Mrs. Frances).

Blair, Mrs. Virgil (nee Sue Mae Chrisman), A. B., Eastern, 1931.

Blanton, Harvey Chenault, B. S., Eastern, 1933; M. D., University of Louisville, 1936.

Bodie, Maynard L., B. S., Eastern, 1934.

Bogie, Anna Marie (See Ballou, Mrs. Dempsey).

Bogie, Edith, B. S., Eastern, 1934. Stenographer, State Bank & Trust Company, Richmond, Kentucky, 1934-35; High School Teacher, Lynch, Kentucky, 1935-36.

Boleyn, Betty Jo (See Potter, Mrs. Lawrence Wayne).

Bolling, Mrs. Julia Peters, B. S., Eastern, 1931. High School Teacher, Crofton, Kentucky, 1931–33, Linton, Kentucky, 1933-34; K. E. R. A. Employee, Manchester, Kentucky, 1934-35.

Boneta, Mrs. Ruth Bingham, A. B., Eastern, 1933.

Bowen, Maude, A. B., Eastern, 1930. Grade Teacher, Bowen, Kentucky, 1930-31; Assistant Principal, Powell County High School, Stanton, Kentucky, 1931-32; Superintendent, Powell County, Kentucky, 1932–36.

Bowman, Neal S., A. B., Eastern, 1926. Superintendent, Madison County, Kentucky, 1929–33; Teacher, Million, Kingston, Salyersville, Hawesville, Newby, Kentucky, 1933–36.

Boxley, Mary, B. S., Eastern, 1934. Grade Teacher, Covington, Kentucky, 1929–35.

Boxley, Ruth (See Helmick, Mrs. Ruth B.).

Boyer, Mildred, B. S., Eastern, 1935. Empolyee, County Health Office, New Castle, Kentucky, 1935-36.

Boyers, Cecil, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1935. Grade Teacher, Boyd, Kentucky, 1932-33; K. E. R. A. Teacher, 1933–35; High School Teacher, Okemah, Oklahoma, 1935-36.

Brabant, Mrs. Stuart (nee Lana Martine Coates), A. B., Eastern, 1926. High School Teacher, Lancaster, Kentucky, 1926-27.

Brackett, Mrs. Ben (nee Frances L. White), A. B., Eastern, 1931. Teacher, Junction City, Kentucky, 1931–33.

Branham, Mary Lou, A. B., Eastern, 1934. Grade Teacher, Louisa, Kentucky, 1934-35.

Broaddus, Bertha (See Ball, Mrs. Dewey).

Broaddus, Hazel, B. S., Eastern, 1930. High School Teacher, Finchville, Kentucky, 1930-31; Instructor, Spencerian Commercial School, Louisville, Kentucky, 1935-36.

Broaddus, Louise Ballard, A. B., Eastern, 1931. Grade Teacher, Union City, Kentucky, 1933-34; Cashier, State Theater, Richmond, Kentucky, 1934, Madison Theater, Richmond, Kentucky, 1935.

Brock, Lawrence Otto, B. S., Eastern, 1935.

Brock, Margaret, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1934. Grade Teacher, Crescent Springs, Kentucky, 1932-33, Nursery School, Richmond, Kentucky, 1933–35; Grade Teacher, Woodleigh School, Mason County, Kentucky, 1935-36.

Brock, Rey Stocker, A. B., Eastern, 1933.

Brooks, Mollie M., A. B., Eastern, 1929. High School Teacher, Knott County, Kentucky, 1929–33; Grade Teacher, Gravel Switch, Kentucky, 1933–36.

Brooks, Sallie F., A. B., Eastern, 1933; Graduate Student, Western Kentucky Teachers College, Summer, 1935. High School Teacher, Brodhead, Kentucky, 1933–36.

Broughton, Daisy, B. S., Eastern, 1935. Grade Teacher, straight Creek, Kentucky, 1935-36.

Brown, Ada L., B. S., Eastern, 1934. Grade Teacher, Gee, Kentucky, 1934–36.

Brown, Mrs. Hubert (nee Ada Mae Hood), A. B., Eastern, 1931. Teacher, Ashland, Kentucky.

Brown, Robert L., B. S., Eastern, 1934; Medical Student, University of Louisville, 1934-35.

Bryant, Myrtle, A. B., Eastern, 1934. High School Teacher, Mt. Vernon, Kentucky, 1934-35; Superintendent, Rockcastle County, Kentucky, 1935-36.

Buchanan, Pattie Ree, A. B., Eastern, 1934. Grade Teacher, Myers,

Kentucky, 1934-35; K. E. R. A. Employee, Frenchburg, Kentucky, 1935-36.

Buckles, Mrs. James C. (nee Geneva Jane Hord), A. B., Eastern, 1930. Teacher, Whitley City, Kentucky, Parksville, Kentucky, Harlan, Kentucky, Hardburly, Kentucky; Teacher, Florida.

Burch, Lucian, A. B., Eastern, 1934. High School Teacher, Tyner, Kentucky, 1934–36.

Burnam, Curtis Field, B. S., Eastern, 1935. Employee, Hemphill Noyes & Co., New York City, 1935-36.

Burnette, James C., A. B., Eastern, 1934. Grade Teacher, Clarks Station, Kentucky, 1934-35, Burks Branch, Kentucky, 1935-36.

Burns, Mary Kathryn (See Ashby, Mrs. William).

Bush, Georgia Mildred, A. B., Eastern, 1934.

Bush, Sallie T. (See Harney, Mrs. James W.).

Cable, Eula Mae (See Taylor, Mrs. A. H.).

Cable, Euphemia (See Hieronymus, Mrs. Mark).

Calico, Hazel Virginia (See Little, Mrs. Thomas).

Callebs, Mrs. Dora, A. B., Eastern, 1932.

Campbell, Green Washington, A. B., Eastern, 1925; M. A., University of Kentucky, 1930. High School Principal, Corbin, Kentucky, 1925–28; City School Superintendent, Corbin, Kentucky, 1928–36.

Campbell, Odell, A. B., Eastern, 1932. High School Principal, Parmleysville, Kentucky, 1932–36.

Campbell, Walter, B. S., Eastern, 1933; M. A., University of Kentucky, 1934. High School Teacher, Fourmile, Kentucky, 1934-35; High School Principal, Rockhold, Kentucky, 1935-36.

Canfield, Kenneth B., B. S., Eastern, 1933. Salesman, Canfield Motor Company, Richmond, Kentucky, 1933–36.

Carpenter, J. B., A. B., Eastern, 1935. Merchant, Waddy Kentucky, 1935-36.

Carpenter, Katie D., A. B., Eastern, 1928; M. A., University of Kentucky, 1931. Critic Teacher, Rural Demonstration School, Eastern Kentucky Teachers College, 1928–36.

Carpenter, Robert M., B. S., Eastern, 1934.

Carpenter, Valley, B. S., Eastern, 1929. Grade Teacher, Quicksand, Kentucky, 1929-30, Laurel Hill, Kentucky, 1930–36.

Carroll, Mrs. Ralph (nee Mary Earle Moberly), A. B., Eastern, 1928. High School Teacher, Harrodsburg, Kentucky, 1928–30.

Carson, Edna Virginia, A. B., Eastern, 1935. High School Teacher, Saxton, Kentucky, 1935-36.

Carter, Gilbert William, B. S., Eastern, 1932.

Carter, Mrs. Melba W., A. B., Eastern, 1926; Graduate Student, University of Kentucky and Peabody College.

Carty, D. J., B. S., Eastern, 1933; Graduate Student, University of Cincinnati, 1934. Superintendent, Magoffin County, Kentucky, 1933–36.

Case, Mrs. Emma Y., A. B., Eastern, 1926; M. A., Peabody College, 1930. Critic Teacher, Eastern Kentucky Teachers College, 1926–29; Associate Professor of Education, Eastern, 1930–32; Dean of Women, Eastern, 1932–36.

Castle, Fannie Mae (See Hand, Mrs. William G.).

Cawood, James A., A. B., Eastern, 1932. Junior High School Principal, Harlan, Kentucky, 1933-34; Superintendent, Harlan County, Kentucky, 1934-35.

Chadwell, J. A., A. B., Eastern, 1933. Employee, J. C. Penney Co., Corbin, Ky., 1933; Assistant Manager, J. C. Penney Store, Hendersonville, North Carolina, 1934, Johnson City, Tennessee, 1934-35.

Chadwell, William O., A. B., Eastern 1926. High School Teacher, Everetta, Kentucky, 1926-27. Teacher, Kidville School, Clark County, Kentucky, 1927-28; Springley Graded School, Kenton County, Kentucky, 1928-29; Forest Hill Graded School, Kenton County, Kentucky, 1930–32; Bethlehem School, Owsley County, Kentucky, 1932–34.

Chambers, Daisy M., A. B., Eastern, 1935. High School Teacher, Campton, Kentucky, 1935-36.

Chambers, Eleanor (See Hamilton, Mrs. Ray).

Chambers, Henry Clay, A. B., Eastern, 1928; M. A., University of Kentucky, 1935. High School Teacher, Evarts, Kentucky, 1928-29; Burnside, Kentucky, 1930–36.

Champ, Mrs. Bernice (See Roberts, Mrs. Richard Whitefield).

Champion, Bernice Elmond, B. S., Eastern, 1935. High School Teacher and Coach, Cornishville, Kentucky, 1935-36.

Champion, James Bruce, A. B., Eastern, 1935. Asst. Prin., Fairview High School, Mercer County, Kentucky, 1934–36.

Chandler, Robert Edwinn, B. S., Eastern, 1929. High School Principal, Nina, Kentucky, 1929-30. Principal, Woodbine School, Whitley County, Kentucky, 1931; Meadow Creek School, Whitley County, Kentucky, 1932; Barton High School, Whitley County, Kentucky, 1932–36.

Chasteen, Grace Elnora, B. S., Eastern, 1935. Grade Teacher, Finchville, Kentucky, 1935-36.

Cheatham, Sueanna (See Simms, Mrs. Frank W.).

Cheek, William A., B. S., Eastern, 1932. Teacher, Lawrence County, Kentucky, 1927–29; Webb, West Virginia, 1929–33.

Chenault, Katherine, A. B., Eastern, 1934.

Chesnut, Clark E., B. S., Eastern, 1931. Principal, Hazel Green High School, Laurel County, Kentucky, 1931–36.

Chinn, Hariette Lorraine, B. S., Eastern, 1932; Graduate Student, University of Kentucky, 1933. Grade School Principal, Wurtland, Kentucky, 1932-33; Siloan, Kentucky, 1933–35.

Chrisman, Sue Mae (See Blair, Mrs. Virgil).

Clark, Mabel (See Jordan, Mrs. John).

Clark, Minor Edward, B. S., Eastern, 1935; Graduate Student, University of Kentucky, 1935.

Clay, Thelma, B. S., Eastern, 1931; Graduate Student, University of Kentucky, 1932. Teacher, Model High School, Eastern Kentucky Teachers College, 1932-33; Nurse, Schirrman Hospital, Portsmouth, Ohio.

Clayton, S. T., B. S., Eastern, 1930; Graduate Student, University of Kentucky, 1932. High School Teacher, Morehouse, Missouri, 1930-31; High School Principal, Morehouse, Missouri, 1931-32; City School Superintendent, Morehouse, Missouri, 1932–35.

Clift, Lillian M., A. B., Eastern, 1928; Graduate Student, Boulder University, Colorado, 1929. Junior High School Teacher, Ludlow, Kentucky, 1927–34.

Clifton, Wilburn Parker, B. S., Eastern, 1929; M. D., University of Louisville, 1933. Physician, 1934–36.

Coates, Dellah Marie (See Weisenberg, Mrs. L. B.).*

Coates, James Dorland, B. S., Eastern, 1927; M. A., Peabody College, 1931; Graduate Student, Colorado College of Education, 1935. Principal, Buckeye High School, Garrard County, Kentucky, 1927–29; High School Teacher, Shelbyville, Kentucky, 1929-30; Critic, Model High School, Eastern Kentucky Teachers College, 1931–35; Principal, Model High School, Eastern, 1935-36.

Coates, Lana Martine (See Brabant, Mrs. Stuart).

Coates, Thomas Henry, A. B., Eastern, 1929; M. A., University of Kentucky, 1932. Instructor, New River State College, Montgomery, West Virginia, 1935-36.

Cobb, Harry D., A. B., Eastern, 1933. Grade Teacher, Fairbanks, Kentucky, 1933–35.

Cohorn, Howard, B. S., Eastern, 1935. Grade Teacher, Franklin County, Kentucky, 1935-36.

Collins, Benjamin I., B. S., Eastern, 1933; Graduate Student University of Cincinnati, 1934. High School Principal, Gander, Kentucky, 1933-34; Instructor, Chillicothe Business College, Chillicothe, Missouri, 1935-36.

Collins, Estelle, B. S., Eastern, 1933.

Colvin, James W., B. S., Eastern, 1935. Grade Teacher, Robertson County, Kentucky, 1935-36.

* Deceased.

Combs, Beckham, A. B., Eastern, 1929. High School Teacher and Coach, Whitesburg, Kentucky, 1929–32; Superintendent Knott County, Kentucky, 1932–36.

Congleton, Frank, B. S., Eastern, 1933. Farmer, Madison Coounty, Kentucky, 1933–36.

Congleton, Mrs. Mary A., A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1934-35. Junior High School Teacher, Richmond, Kentucky, 1930–32; Senior High School Teacher, Richmond, Kentucky, 1933–36.

Conley, Dan, A. B., Eastern, 1934. High School Teacher, Franklin County, Kentucky, 1934–36.

Connelly, Mrs. Ronald (nee Ruth Shaeffer), B. S., Eastern, 1933. Grade Teacher, Elliston, Kentucky, 1933-34; High School Teacher, Dry Ridge, Kentucky, 1934–36.

Conrad, Louise Bracht, A. B., Eastern, 1931; Graduate Student, University of Cincinnati. Grade Teacher, Walton, Kentucky, 1931–34.

Cook, D. B., B. S., Eastern, 1934. Grade School Principal, Louellen, Kentucky, 1934-35.

Cook, Edward K., A. B., Eastern, 1932. High School Teacher, Livingston, Kentucky, 1932–34; City School Superintendent, Livingston, Kentucky, 1934–36.

Cook, Effie, A. B., Eastern, 1933. Grade Teacher, Methodist Home, Versailles, Kentucky, 1932–36.

Cooper, Vanburen, A. B., Eastern, 1929; Graduate Student, Woodford College; Graduate Student, University of Kentucky, 1930; University of North Carolina, 1933. High School Principal, Caroleen, North Carolina, 1929–33; Superintendent, Henrietta-Avondale-Caroleen School, North Carolina, 1934–36.

Coppage, Christine, A. B., Eastern, 1932. Grade Teacher, Bradfordsville, Kentucky, 1933–36.

Cord, Emma Harrison, A. B., Eastern, 1929; Graduate Student, Winnetka, Illinois, 1930. Grade Teacher, Irvine, Kentucky, 1928–36.

Cornett, Mrs. Beulah H., B. S., Eastern, 1934. Grade Teacher, Burning Springs, Kentucky, 1934–36.

Cornett, James H., A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1933. Teacher and Coach, Buckeye High School, Garrard County, Kentucky, 1930–33; High School Principal, Bourne, Kentucky, 1933-34; Principal, Wrens View School, Paint Lick, Kentucky, 1934–36.

Cornett, Larkin Custer, B. S., Eastern, 1932.

Cornett, Oliver L., B. S., Eastern, 1934. High School Principal, Fogertown, Kentucky, 1934–36.

Cornett, Willie, B. S., Eastern, 1930. Teacher, Dripping Springs, Ken-

tucky, 1927-28, Burning Springs, Kentucky, 1930, Fogertown, Kentucky, 1931–34.

Corum, Ruth, B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1935. High School Teacher, Corbin, Kentucky, 1934–36.

Cosby, Sara, A. B., Eastern, 1931. Grade Teacher, Erlanger, Ky., 1933–36.

Coslow, Mrs. Brunette Money, A. B., Eastern, 1929. Grade Teacher, Louisville, Kentucky, 1929–31.

Cox, Albert Bond, B. S., Eastern, 1935. High School Teacher and Coach, Kings Mountain, Kentucky, 1935-36.

Cox, Ernestine, A. B., Eastern, 1934. Grade Teacher, Spring Lake, Kentucky, 1934–36.

Cox, Frances, A. B., Eastern, 1933. Grade Teacher, Anderson County, Kentucky, 1933–36.

Cox, Lillian Pearl (See May, Mrs. Chas.).

Cox, Mrs. Meredith J. (nee Elizabeth Highland), A. B., Eastern, 1932.

Cralle, Myrtle Marguerite, A. B., Eastern, 1934. Grade Teacher, Covington, Kentucky, 1934–36.

Crace, Allington, B. S., Eastern, 1931. High School Teacher and Coach, Booneville, Kyentucky, 1931–33; Employee, F. E. R. A. Office, Booneville, Kentucky, 1934; County Agent, Boone County, Kentucky, 1934–36.

Cross, Alfred, A. B., Eastern, 1935. High School Teacher, Junction City, Kentucky, 1935-36.

Cross, Chester A., B. S., Eastern, 1935.

Crudden, Mrs. Charles H., Jr. (nee Mae Mahaffey), A. B., Eastern, 1930; M. A., University of Michigan, 1931; Graduate Student, University of Michigan, 1932-33.

Crumbaugh, Albert W., B. S., Eastern, 1934. Assistant Editor, Hickman Courier, Hickman, Kentucky, 1934–36.

Culton, Martha Jane, A. B., Eastern, 1933; Graduate Student, University of Kentucky, 1933-34. Secretary to Registrar, Eastern Kentucky Teachers College, 1934–36.

Cummins, Eliza Anderson (See Rankin, Mrs. Pat).

Cummins, Mrs. Josephine M., A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1934. Grade Teacher, Danville, Kentucky, 1934–36.

Cuppy, Florence Montelle, A. B., Eastern, 1927; Graduate Student, University of Cincinnati. Grade Teacher, Dayton, Kentucky, 1927–30, Cincinnati, Ohio, 1930–36.

Dalzelle, Edith, A. B., Eastern, 1932. Grade Teacher, Cane Ridge, Kentucky, 1932-33, Little Rock, Kentucky, 1933–35.

Damron, George D., A. B., Eastern, 1934. Teacher, Cumberland High School, Praise, Kentucky, 1934–36.

Daniel, Mary (See Gabbard, Mrs. Thomas, Jr.).

Davis, Mrs. Allen, A. B., Eastern, 1931. High School Teacher, Berry, Kentucky, 1931–36.

Davis, Robert Edward, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1932. High School Teacher, Science Hill, Kentucky, 1932–34; Educational Advisor, C. C. C. Camp, Garrard, Kentucky, 1935-36.

Deaton, Thomas, A. B., Eastern, 1935.

DeJarnette, Nannie Belle, A. B., Eastern, 1933. Instructor, Blackstone College, Blackstone, Virginia, 1935-36.

Denham, Mitchel, B. S., Eastern, 1934. Consolidated School Principal, Garrison, Kentucky, 1934–36.

Dennis, Joe, B. S., Eastern, 1934. Sales Manager, Auburn Motor Company, Lexington, Kentucky, 1934-35; Teacher, Fairview High School, Mercer County, Kentucky, 1935-36.

Derrick, Lucile, B. S., Eastern, 1931; M. A., Peabody College, 1934. Secretary to Director of Research, Eastern Kentucky Teachers College, 1931–34; Assistant to Director of Research, Eastern, 1934–36.

DeWitt, Raymond Talmadge, B. S., Eastern, 1934; M. A. Peabody College, 1935. Camp Director of Physical Education, Tennessee Ridge, Tennessee, 1935; Director of Physical Education, Georgia Southwestern College, Americus, Georgia, 1935-36.

Dial, Fred, A. B., Eastern, 1930; Graduate Student, Duke University, 1934. High School Teacher, West Hamlin, West Virginia, 1930–34; Assistant City School Superintendent, Hamlin, West Virginia, 1934-35.

Dixon, Roxie McIntyre, B. S., Eastern, 1935.

Dixon, Thelma (See Morton, Mrs. Casey).

Doane, W. F., B. S., Eastern, 1934; Graduate Student, University of Kentucky, 1935. High School Principal, Corbin, Kentucky, 1935-36.

Dorris, Donald Hugh, A. B., Eastern, 1935; Graduate Student and Student Assistant, University of Kentucky, 1935-36.

Douds, Harold Lowen, A. B., Eastern, 1929; Graduate Student, University of Pittsburgh, 1930. Teacher, Robertson County, Kentucky, 1929-30; Teacher, Pennsylvania, 1931-32.

Dowell, E. Clifton, B. S., Eastern, 1933. Flying Cadet, Army Air Corps, San Antonio, Texas, 1934; Grade Teacher, Catlettsburg, Kentucky, 1934–36.

Dryden, Ray N., B. S., Eastern, 1933. Superintendent, Robertson County, Kentucky, 1933-35; N. Y. A. Employee, Louisville, Kentucky, 1935-36.

Dudley, Florence Louise, A. B., Eastern, 1933. Stenographer, U. S. Department of Agriculture, London, Kentucky, 1935-36.

Dudley, Mabel, A. B., Eastern, 1930; Special Study, Arthur Jordan Conservatory, Indianapolis, Indiana, 1935. Grade Teacher, Hazard, Kentucky, 1930-31, Richmond, Kentucky, 1931–36.

Dunbar, Mary Lou, A. B., Eastern, 1932. Grade Teacher, White Hall, Kentucky, 1932-33; Teacher, Crab Orchard, Kentucky, 1933–35; Grade Teacher, Million, Kentucky, 1935-36.

Dunbar, Ora, B. S., Eastern, 1934. Grade Teacher, Russell Springs, Kentucky, 1935-36.

Dunbar, Verna, A. B., Eastern, 1934. H. S. Teacher, Kirksville, Kentucky, 1934–36.

Dunbar, Mrs. Virginia Todd, A. B., Eastern, 1932. Teacher, Red House High School, Madison County, Kentucky, 1932–36.

Durham, Margaret, B. S., Eastern, 1934. Secretary to District Supervisor of K. E. R. E., Richmond, Kentucky, 1934–36.

Durr, Haldon, B. S., Eastern, 1931. High School Teacher, Hartford, Kentucky, 1931-33.

Duvall, Rachel, A. B., Eastern, 1932. Grade Teacher, Covington, Kentucky, 1932–36.

Dyer, Bennie, A. B., Eastern, 1935.

Dyer, Hazel Tackett, A. B., Eastern, 1935.

Dykes, Norma Katherine, A. B., Eastern, 1929; Graduate Student, Columbia University, 1931. Grade Teacher, Richmond, Kentucky, 1929–36.

East, Lucy Sloan, A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1935. Grade Teacher, Mill Springs, Kentucky, 1934–36.

Eastin, Irvin, B. S., Eastern, 1933; Special Study, Actual Business College and Goodyear Industrial University, 1934-35.

Ecton, Mrs. Nancy Gray, B. S., Eastern, 1935.

Edwards, Ida Frances, B. S., Eastern, 1933. Stenographer, Frankfort, Kentucky, 1933; C. W. A. Office, Richmond, Kentucky, 1934; Sears, Roebuck, Cincinnati, Ohio, 1935; Office of District Supervisor, K. E. R. E., Ashland, Kentucky, 1935.

Edwards, Mary Turpin, B. S., Eastern, 1935. Grade Teacher, Danville, Kentucky, 1935-36.

Egner, Iva Faye (See Howe, Mrs. Charles D.).

Elliott, Esther Helen, A. B., Eastern, 1931; Graduate Student, University of Cincinnati, 1934, Miami University, 1935. Grade Teacher, Covington, Kentucky, 1931–36.

Elliott, Irene J., A. B., Eastern, 1930. High School Teacher, Jackson, Kentucky, 1931-32, Logan, West Virginia, 1932–36.

Elliott, Mabel K., A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1934. Teacher, Holmes Junior High School, Covington, Kentucky, 1931–36.

Ellis, Henry Lawrence, A. B., Eastern, 1926; M. A., Columbia University, 1931. High School Teacher, Louisa, Kentucky, 1927–29; City School Superintendent, Louisa, Kentucky, 1930–36; Instructor, Morehead, Kentucky Teachers College, Summer, 1932.

Ellison, Clarence, B. S., Eastern, 1932. Principal, Highland High School, Lincoln County, Kentucky, 1932–36.

Ellison, Evelyn, B. S., Eastern, 1929. Teacher, Stone, Kentucky, 1929–31; Grade Teacher, Waynesburg, Kentucky, 1931–33.

Elmore, Elizabeth Earle, A. B., Eastern, 1935.

Elston, Mary, B. S., Eastern, 1934. High School Teacher, Bedford, Kentucky, 1934-35; Grade Teacher, Carlisle, Kentucky, 1935-36.

Epperson, Mrs. Helen Johnson, B. S., Eastern, 1934. Grade Teacher, Pikeville, Kentucky, 1935-36.

Estes, Eubie Kate (See Tiller, Mrs. B. L.).

Estridge, Burnam, A. B., Eastern, 1932. Grade Teacher, Stearns, Kentucky, 1932–35; K. E. R. A. Employee, Liberty, Kentucky, 1935-36.

Estridge, Lucille, A. B., Eastern, 1932. Grade Teacher, Paint Lick, Kentucky, 1932–34; High School Teacher, Cantersville, Kentucky, 1934–35.

Evans, Ethel Lee, A. B., Eastern, 1927. Teacher, Cobar, Bell County, Kentucky, 1928-29, Hignite, Bell County, Kentucky, 1929-30, Hardburly, Perry County, Kentucky, 1931, Caxton, Harlan County, Kentucky, 1931–33.

Evans, George L., B. S., Eastern, 1933. Superintendent Mason County, Kentucky, 1933-34; District Supervisor, Kentucky Emergency Education, Maysville, Kentucky, 1934-35; Assistant Director, Kentucky N. Y. A., 1935-36.

Evans, Hazel, B. S., Eastern, 1932. High School Teacher, Speedwell, Kentucky, 1932–34, Beattyville, Kentucky, 1934–36

Evans, Mrs. Leslie (nee Georgetta Walker), A. B., Eastern, 1934. Grade Teacher, Garrard County, Kentucky, 1934–36.

Evans, Mabel, A. B., Eastern, 1932. Teacher, Madison County, Kentucky, 1932–34, McKee, Kentucky, 1934–36.

Evans, Tom M., B. S., Eastern, 1933. Grade Teacher, Verne, Kentucky, 1933-34; High School Principal, Carpenter, Kentucky, 1934–36.

Evans, Mrs. W. K., Jr. (nee Dorothy Terrill), A. B., Eastern, 1931. Teacher, Bell and Shelby Counties, Kentucky, 1924–31.

Eversole, Mrs. Anna Lane, A. B., Eastern, 1934. Grade Teacher, Booneville, Kentucky, 1934–36.

Eversole, Arthur C., B. S., Eastern, 1933. Junior High School Prin-

cipal, Viper, Kentucky, 1933–35; Senior High School Principal, Viper, Kentucky, 1935-36.

Eversole, Thomas W., B. S., Eastern, 1933. High School Principal, Valley View, Kentucky, 1933-34; Stenographer, K. E. R. A. Office, Booneville, Kentucky, 1934-35.

Fairchild, Nell, A. B., Eastern, 1935. Grade Teacher, Cooper, Kentucky, 1935-36.

Fairchild, Mrs. T. E., A. B., Eastern, 1932. Grade Teacher, Boyd County, Kentucky, 1932-33.

Farley, Claude H., B. S., Eastern, 1928; Graduate Student, University of Kentucky, 1929-30. High School Principal, Auxier, Kentucky, 1928–30, Garrett, Kentucky, 1930–34; Superintendent, Pike County, Kentucky, 1934-35.

Farley, Curtis, A. B., Eastern, 1935. High School Teacher, Benham, Kentucky, 1935-36.

Farley, Lewis Clyde, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1932. High School Teacher, Chandler, Oklahoma, 1931-32, McVeigh, Kentucky, 1933; High School Principal, Meta, Kentucky, 1934, Hellar, Kentucky, 1935.

Farris, Mrs. J. D. (nee Zola White), A. B., Eastern, 1929.

Faulkner, Glenn, B. S., Eastern, 1935. High School Teacher, Saxton, Kentucky, 1935-36.

Faust, Mrs. John (nee Eula Fike), B. S., Eastern, 1934. High School Teacher, Waco, Kentucky, 1934-35.

Feinstein, Paul S., B. S., Eastern, 1935. Director of Fine Arts, Union College, Barbourville, Kentucky, 1935-36.

Ferrell, Geneva, B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1935. Kindergarten Teacher, Richmond, Kentucky, 1933-34; Grade Teacher, Carlisle, Kentucky, 1934-35, Richmond, Kentucky, 1935-36.

Fields, Cyril O., B. S., Eastern, 1933. Grade School Principal, Cumberland, Kentucky, 1933–35.

Fields, Davis S., A. B., Eastern, 1928; M. A., University of Kentucky, 1929; Graduate Student, Peabody College, 1930. Grade School Principal, Grayson, Kentucky, 1929; City School Superintendent, West Point, Kentucky, 1930; Teacher, Shawnee High School, Louisville, Kentucky, 1930–36.

Fike, Eula (See Faust, Mrs. John).

Fish, Margaret Louise, B. S., Eastern, 1935.

Fitzgerald, Walter Louis, B. S., Eastern, 1935. Teacher and Coach, Bald Knob High School, Franklin County, Kentucky, 1935-36.

Floyd, Mary, A. B., Eastern, 1925; B. S. in Library Science, Columbia University, 1933; M. A., Columbia University, 1929; Graduate

Student, University of Chicago. Instructor, Eastern Kentucky Teachers College, 1925–29; Librarian, Eastern, 1929–35.

Floyd, Samantha, A. B., Eastern, 1932. Grade School Principal, Lincoln County, Kentucky, 1933, Bandy, Kentucky, 1934; High School Teacher and Librarian, Nancy, Kentucky, 1935-36.

Folmer, C. Fred, A. B., Eastern, 1932; Graduate Student, Peabody College, 1935. Teacher and Librarian, Lloyd Memorial High School, Erlanger, Kentucky, 1933–36.

Ford, Alice L., B. S., Eastern, 1935. Grade Teacher, Troy School, Woodford County, Kentucky, 1935-36.

Forman, Mary D. T., B. S., Eastern, 1932. Teacher, Bethel, Bath County, Kentucky, 1932-33.

Foster, Mrs. Sadie D., A. B., Eastern, 1932; Graduate Student, Ohio University, 1933.

Fouts, John D., B. S., Eastern, 1932; M. D., University of Louisville, 1935.

Fowler, Sudie B. (See McGladdery, Mrs. W. H.).

Franks, Evabel, A. B., Eastern, 1932. Teacher, Florence, Kentucky, 1932-33.

Frey, Lucy, A. B., Eastern, 1933.

Fry, Mrs. Paul (nee Mary Frances Belwood), B. S., Eastern, 1933.

Fryman, Vergil T., B. S., Eastern, 1931; Graduate Student, University of Chicago, 1934. Teacher and Coach, Washington High School, Maysville, Kentucky, 1931–36.

Gabbard, Mrs. Thomas, Jr. (nee Mary Daniel), B. S., Eastern, 1930. High School Teacher, Stanton, Kentucky, 1930-31; Grade Teacher, Island City, Kentucky, 1933-34, Ezel, Kentucky, 1934–36.

Gaffney, W. C., A. B., Eastern, 1935.

Gaines, Charles Floyd, A. B., Eastern, 1931. High School Teacher, Owenton, Kentucky, 1931–35; Ford Dealer, Williamstown, Kentucky, 1935-36.

Gaines, Wilfred H., B. S., Eastern, 1933. High School Teacher and Coach, Perryville, Kentucky, 1934–36.

Galbraith, Shirley, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1930. High School Teacher, Brooksville, Kentucky, 1929-30.

Gannaway, Virginia, B. S., Eastern, 1934. High School Teacher, McHenry, Kentucky, 1934-35.

Gantley, Annabel, B. S., Eastern, 1935. Grade Teacher, Washington, Kentucky, 1935-36.

Gantley, Christine L., B. S., Eastern, 1933. Grade Teacher, Dover, Kentucky, 1932–36.

Garret, Carl, B. S., Eastern, 1933. Assistant Education Advisor, C. C. C.

Camp, Cadiz, Kentucky, 1933–35; Teacher, Gleneyrie High School, Shelby County, Kentucky, 1935-36.

Garriot, Mrs. W. E. (nee Ida Helen Belue), B. S., Eastern, 1933. Grade Teacher, Madison County, Kentucky, 1933-34.

Gatrell, Mrs. Samuel (nee Mollie Hays), B. S., Eastern, 1932. High School Teacher, Ashland, Kentucky, 1934-35.

Gay, Leslie, B. S., Eastern, 1934. High School Teacher, Combs, Kentucky, 1934–36.

Gilliam, Ada Gray, A. B., Eastern, 1935. Grade Teacher, Corbin, Kentucky, 1935-36.

Gilmore, Charles M., B. S., Eastern, 1927. Special Study, Bradley Polytechnic Institute, Peoria, Illinois; High School Teacher, Hazard, Kentucky, 1925–31; High School Principal, Hardburly, Kentucky, 1931–36.

Goatley, Pauline, B. S., Eastern, 1935. High School Teacher, Sandy Hook, Kentucky, 1935-36.

Goodloe, Paul Miller, B. S., Eastern, 1932; Graduate Student, University of Tennessee, 1932-33.

Goodman, Keener C., A. B., Eastern, 1928; Graduate Student, Peabody College. Grade Teacher and Principal, Coxton, Kentucky, 1928–35.

Gover, Mrs. Roy (nee Virginia Moody), B. S., Eastern, 1933.

Gragg, Elizabeth Geraldine, B. S., Eastern, 1934. Kindergarten Teacher, Pineville, Kentucky, 1934; K. E. R. A. Employee, 1935-36.

Graham, O. J., B. S., Eastern, 1930; Graduate Student, University of Chicago. Teacher, Maysville, Kentucky; Teacher, Illinois.

Gray, Mrs. Mary Robinson, A. B., Eastern, 1932. Teacher, Fairview High School, Mercer County, Kentucky, 1932–35.

Greene, Cyrus E., A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1935. Teacher, Lusby Mill High School, Owen County, Kentucky, 1931–34; High School Teacher, Owenton, Kentucky, 1934–36.

Gregory, Edith Joyce, A. B., Eastern, 1935.

Griffith, Fleming B., A. B., Eastern, 1932. High School Teacher, White Hall, Madison County, Kentucky, 1932-33; Grade School Principal, Ravenna, Kentucky, 1934–36.

Griggs, Mrs. John (nee Harriet Million), A. B., Eastern, 1929. High School Teacher, Newby, Kentucky, 1935-36.

Grinstead, Beverly M., B. S., Eastern, 1933. Grade Teacher, Madison County, Kentucky, 1933–36.

Grow, Mrs. Edna Scott, B. S., Eastern, 1935.

Gschwind, Esther, A. B., Eastern, 1931. Grade Teacher, Erlanger, Kentucky, 1931–36.

Gullett, William Preston, A. B., Eastern, 1926. Merchant, Stacy Fork, Kentucky, 1926–36.

Guy, Robert L., A. B., Eastern, 1932. High School Teacher and Coach, Finchville, Kentucky, 1932–34; Teacher, Mapleton High School, Mt. Sterling, Kentucky, 1934-35; Principal, Mapleton High School, 1935-36.

Hacker, Henry, A. B., Eastern, 1931. High School Teacher and Coach, McRoberts, Kentucky, 1931-32; Merchant, Heidelberg, Kentucky, 1932–34; Teacher, Spencer Ridge, Kentucky, 1934–35; Farmer, Heidelberg, Kentucky, 1935-36.

Hale, E. B., A. B., Eastern, 1929. High School Teacher, Whitesburg, Kentucky, 1929–36.

Hale, Herman, B. S., Eastern, 1932. High School Teacher, Mt. Olivet, Kentucky, 1932–36.

Hale, Lawrence, B. S., Eastern, 1932. Farmer, Cody, Kentucky, 1932-33; Teacher, Mayslick, Kentucky, 1933–36.

Hale, Little C., B. S., Eastern, 1935. High School Teacher and Coach, McKinney, Kentucky, 1935-36.

Hale, Zelda, B. S., Eastern, 1932. Teacher, Betsy Lane High School, Floyd County, Kentucky, 1932-33.

Hall, Willie B., A. B., Eastern, 1933. High School Teacher, McKinney, Kentucky, 1933–36.

Haller, Mrs. (nee Jessie Bell Pletcher), A. B., Eastern, 1930.

Hamblin, Sara Jane, B. S., Eastern, 1934. Grade Teacher, Typo, Kentucky, 1934-35; Junior High School Teacher, Shoal, Kentucky, 1935-36.

Hamilton, G. D., A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1935; Eastern Kentucky Teachers College, 1935-36.

Hamilton, Hargis, B. S., Eastern, 1932. Teacher, Flat Gap, Johnson County, Kentucky, 1933-34.

Hamilton, Nancy, A. B., Eastern, 1932. Teacher, Madison County, Kentucky, 1932-33.

Hamilton, Orville, B. S., Eastern, 1934. Teacher, Robertson County, Kentucky, 1934–36.

Hamilton, Mrs. Ray (nee Eleanor Chambers), A. B., Eastern, 1931.

Hamlin, R. A., B. S., Eastern, 1934. Grade School Principal, Cooperative, Kentucky, 1934-35.

Hammonds, Mrs. Colonel, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1935. High School Teacher, Bowen, Kentucky, 1930–33, Buena Vista, Kentucky, 1933-34, Bryantsville, Kentucky, 1934–36.

Hammonds, Colonel, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1931, 1935. High School Principal, Bourne, Ken-

tucky, 1930–33, Buena Vista, Kentucky, 1933-34; Superintendent, Garrard County, Kentucky, 1934–36.

Hancock, Carl T., B. S., Eastern, 1935; Graduate Student, University of Kentucky, 1935.

Hand, Mrs. William G. (nee Fannie Mae Castle), B. S., Eastern, 1931.

Hardin, Marvin R., B. S., Eastern, 1934. Grade Teacher, Washington County, Kentucky, 1934-35; Principal, Kirkland High School, Washington County, Kentucky, 1935-36.

Harmon, Clarence D., B. S., Eastern, 1933. Principal, Morgansburg School, Maysville, Ky., 1933-34; High School Principal, Pine Knott, Kentucky, 1934–36.

Harmon, Judson S., A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1930, 1934. City School Principal, Whitley City, Kentucky, 1926–29; Bookkeeper, Stearns, Kentucky, 1929-30; Junior High School Principal, Prestonsburg, Kentucky, 1930-31; High School Teacher, Shoopman, Kentucky, 1931–33; Member of Kentucky General Assembly, 1934-35; Representative of Ginn & Company, Columbus, Ohio, 1935-36.

Harmon, Mrs. Willa F., A. B., Eastern, 1932. Teacher, Fidelity High School, Shoopman, Kentucky, 1933–35; High School Teacher, Pine Knott, Kentucky, 1935-36.

Harney, Mrs. Clarence (nee Elizabeth Hume), A. B., Eastern, 1925. Teacher, Millersburg, Kentucky, 1924–28.

Harney, Mrs. James W. (nee Sallie T. Bush), A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1935. Grade Teacher, Clark County, Kentucky, 1925–36.

Harper, William R., A. B., Eastern, 1935. Grade Teacher, Lockport, Kentucky, 1935-36.

Harris, Annie Alice, A. B., Eastern, 1935. Teacher, Garrard Consolidated Schools, Floyd County, Kentucky, 1935-36.

Harris, Lelia Jane, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1931, 1934, 1935. Superintendent, Madison County, Kentucky, 1929-30; High School Teacher, Mt. Vernon, Kentucky, 1930–34; K. E. R. A. Teacher, Frankfort, Kentucky, 1934-35; Representative, Frontier Publishing Company, 1935-36.

Harrison, Rosell W., A. B., Eastern, 1931. Teacher, Beechwood School, Shelby County, Kentucky, 1932; High School Teacher, Junction City, Kentucky, 1934–36.

Harrod, Justice Goebel, A. B., Eastern, 1929. Teacher, Henderson County, Kentucky, 1929-30, Irvington Graded School, Breckinridge County, Kentucky, 1931-32.

Hart, Benjamin Franklin, A. B., Eastern, 1925; Graduate Student, University of Kentucky, University of Chicago. Teacher, Ashland, Kentucky; Teacher, Illinois.

Hart, Charles W., B. S., Eastern, 1930. High School Teacher, Fleming, Kentucky, 1930–34; Superintendent, Nelson County, Kentucky, 1934–36.

Hatfield, Edna Grace, B. S., Eastern, 1935. High School Teacher, Cannonsburg, Kentucky, 1935-36.

Hayes, Mollie E. (See Gatrell, Mrs. Samuel).

Hays, Foster M., A. B., Eastern, 1932. Grade Teacher, Lincoln County, Kentucky, 1932–34, Bullitt County, Kentucky, 1935-36.

Helm, Susan R., B. S., Eastern, 1929; Graduate Student, Western Kentucky Teachers College, 1933. High School Teacher, Simpsonville, Kentucky, 1929–36.

Helmick, Mrs. Russell (nee Ruth Boxley), B. S., Eastern, 1934. Grade Teacher, Covington, Kentucky, 1934–36.

Helton, Vina Siler, A. B., Eastern, 1934. Teacher, Gray, Kentucky, Wilton, Kentucky, Calvary, Kentucky, Woodbine, Kentucky.

Hemlepp, Kathryn Frances, B. S., Eastern, 1933. Grade Teacher, Wylie School, Ashland, Kentucky, 1933–36.

Henderson, Earl T., B. S., Eastern, 1935. Grade Teacher, Bethlehem, Kentucky, 1935-36.

Hendrix, Dewey, A. B., Eastern, 1927; M. A., Peabody College, 1935. Assistant High School Principal, Hyden, Kentucky, 1927-28; Instructor, Witherspoon College, Buckhorn, Kentucky, 1928–36.

Hendrix, Robert B., B. S., Eastern, 1934. High School Teacher, Hazard, Kentucky, 1934–36.

Hensley, Carlo, B. S., Eastern, 1932; Graduate Student, University of Kentucky, 1933. Teacher, Sibert, Kentucky, 1932-33; Employee, S. S. Kresge Company, Lexington, Kentucky, 1933–36.

Herbst, Miriam, A. B., Eastern, 1935. Teacher, Junior High School, Ashland, Kentucky, 1935-36.

Herron, Shirley Olive, A. B., Eastern, 1935. Music Supervisor, Franklin County, Kentucky, 1935-36.

Hicks, Clarissa, B. S., Eastern, 1931; Graduate Student, University of Kentucky, 1935. Teacher, St. Helens High School, Lee County, Kentucky, 1931–34; High School Teacher, Booneville, Kentucky, 1934–36.

Hieronymus, James Harold, B. S., Eastern, 1933. Salesman, Richmond, Kentucky, 1933-34; Accountant and Salesman, Richmond, Kentucky, 1935-36.

Hieronymus, Margaret, A. B., Eastern, 1931; Graduate Student, University of Cincinnati, 1935. Teacher, Madison County, Kentucky, 1933–36.

Hieronymus, Mrs. Mark (nee Euphemia Cable), B. S., Eastern, 1931. High School Teacher, St. Helens, Kentucky, 1931–34, Crossville, Tennessee, 1934–36.

Hill, Don W., B. S., Eastern, 1935. Field Representative, Central Pharmacal Company, 1935-36.

Hill, Edward George, B. S., Eastern, 1935; Law Student, University of Cincinnati, 1935–36.

Hill, Gladys, A. B., Eastern, 1928. High School Teacher, Campton, Kentucky, 1928-29, Pine Mountain Settlement School, 1929–36.

Hill, Thelma Brown, B. S., Eastern, 1935. Grade Teacher, Clark County, Kentucky, 1935–36.

Hinkle, Brooks Allen, A. B., Eastern, 1935. High School Teacher, Bourbon County, Kentucky, 1935–36.

Hinkle, Mrs. Chester (nee Garnett Talley), B. S., Eastern, 1933. Grade Teacher, Shelbyville, Kentucky, 1932–36.

Hobing, Mrs. Jack Hunter (nee Mildred Ann Mayes), A. B., Eastern, 1932; Special Study, Spencerian Commercial College, Louisville, 1935. Grade Teacher, Pleasureville, Kentucky, 1932–36.

Hogan, Herbert, B. S., Eastern, 1935. Employee, A. A. A., Madison County, Kentucky, 1935; High School Teacher, Frankfort, Kentucky, 1935-36.

Hohnhorst, Anthony, A., B. S., Eastern, 1932; Graduate Student, University of Cincinnati, 1933. Teacher, St. James High School, Ludlow, Kentucky, 1933–36.

Holbrook, Andrew L., A. B., Eastern, 1934. High School Teacher, Neon, Kentucky, 1934–36.

Holbrook, French, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1935. Grade Teacher, Stevenson, Kentucky, 1931-32, Bays, Kentucky, 1932; High School Teacher, Quicksand, Kentucky, 1933; Grade School Principal, Hardshell, Kentucky, 1934–36.

Holbrook, Martha, A. B., Eastern, 1929. High School Teacher, Owenton, Kentucky, 1929–36.

Hollar, Gladys, B. S., Eastern, 1933. Grade Teacher, Saltwell, Kentucky, 1933-34, Ellisville, Kentucky, 1934-35; Grade School Principal, Ellisville, Kentucky, 1935-36.

Holtzclaw, Mrs. J. B. (nee Maude Wilson), A. B., Eastern, 1926. Teacher, Madison, Garrard, Mercer Counties, Kentucky.

Honchell, Frances, A. B., Eastern, 1935. Teacher, Fairview High School, Mercer County, Kentucky, 1935-36.

Hood, Ada Mae (See Brown, Mrs. Hubert).

Hood, Claude H., A. B., Eastern, 1926; Graduate Student, University of Kentucky, 1932. Bookkeeper, Andrew Steel Mill, Cincinnati, Ohio, 1926-27; High School Principal, Grays, Kentucky, 1927-28, Soldier, Kentucky, 1928–31; Grade School Teacher, Brinegar, Kentucky, 1931-32; High School Principal, Newton, Kentucky, 1932-33; Farmer, Georgetown, Kentucky, 1933–35; Grade Teacher, Georgetown, Kentucky, 1935-36.

Hord, Ben, Jr., B. S., Eastern, 1933; M. A., Peabody College, 1935. Employee, Reform School, 1933; Teacher, Boyd County High School, Cannonsburg, Kentucky, 1934–36.

Hord, Geneva Jane (See Buckles, Mrs. James C.).

Horn, Charles Allen, B. S., Eastern, 1935.

Horn, Currey, A. B., Eastern, 1932. Merchant, 1932–34; High School Teacher, Cornishville, Kentucky, 1935-36.

Horton, Herman, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1933. Principal, Grahn Graded School, Grayson, Kentucky, 1931–34; Superintendent, Grayson County, Kentucky, 1934–36.

Horton, Z. A., B. S., Eastern, 1935. High School Teacher, Winchester, Kentucky, 1935-36.

Hoskins, Denver, A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1935. Teacher, Loyall, Kentucky, 1933–36.

Hovisus, Mrs. Betty Martin, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1935. High School Teacher, McKinney, Kentucky, 1931–36.

Howard, Delmon, B. S., Eastern, 1934. Junior High School Principal, Beaver, Kentucky, 1934-35; Grade School Principal, Harold, Kentucky, 1935-36.

Howard, Raymond Stanley, B. S., Eastern, 1934. Farmer, Owen County, Kentucky, 1934-35; Teacher, Owen County, Kentucky, 1935-36.

Howe, Mrs. Charles D. (nee Iva Faye Egner), B. S., Eastern, 1933. High School Teacher, Rockhold, Kentucky, 1933-34.

Howe, Charles Dana, B. S., Eastern, 1933. High School Teacher, Peaks Mill, Kentucky, 1933–35; Principal, Bald Knob High School, Franklin County, Kentucky, 1935-36.

Hubbard, Elizabeth, A. B., Eastern, 1928. Grade Teacher, Fayette County, Kentucky, 1928–29; Dietician, I. O. O. F. Home, Lexington, Kentucky, 1930–36.

Hubble, Marie, B. S., Eastern, 1933. Grade Teacher, Madison County, Kentucky, 1933–36.

Hudson, Clara, B. S., Eastern, 1935.

Hughes, Eliza, B. S., Eastern, 1929; M. A., Columbia University, 1930. Instructor, Eastern Kentucky Teachers College, 1930–36.

Hume, Ben Jeff, B. S., Eastern, 1935; Graduate Student, University of Kentucky, 1935.

Hume, Elizabeth (See Harney, Mrs. Clarence).

Humfleet, Vera Inez, A. B., Eastern, 1935. Junior High School Teacher, Barbourville, Kentucky, 1935-36.

Humphrey, Clyde W., A. B., Eastern, 1930; M. A., Peabody College,

1934. Principal, Johnson County High School, Oil Springs, Kentucky, 1930–33; High School Teacher, Lexington, N. C., 1933-34; Instructor, State Teachers College, Cullowhee, North Carolina, 1934–36.

Humphrey, Mrs. Gertrude Willis, A. B., Eastern, 1934. Grade Teacher, Lexington, N. C., 1934-35; Instructor, State Teachers College, Cullowhee, North Carolina, Summer, 1935.

Hurst, Paul Marshall, B. S., Eastern, 1928; M. S., Kansas State Teachers College, Pittsburg, Kansas, 1928; Graduate Student, University of Cincinnati, 1929. Teacher, Pensacola, Florida, 1927-28, Holmes Junior High School, Covington, Kentucky, 1928-29; High School Teacher and Coach, Lancaster, Kentucky, 1929–31; Instructor, Morehead, Kentucky, Teachers College, 1931–33; High School Teacher, Ludlow, Kentucky, 1934–36.

Ireland, Stella T., B. S., Eastern, 1934.

Isaacs, Pina Mae, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1935. Grade Teacher, Clark County, Kentucky, 1932–36.

Jackson, Anna Mae, A. B., Eastern, 1935. Grade Teacher, Zoe, Kentucky, 1935-36.

Jacobs, Richard, A. B., Eastern, 1930. Teacher, Harrison County, Kentucky.

James, Mrs. Edith, B. S., Eastern, 1931; Graduate Student, University of Kentucky, 1934, 1935, Eastern Kentucky Teachers College, 1935-36. Grade Teacher, Richmond, Kentucky, 1931–34.

Jasper, Marvin, B. S., Eastern, 1931; Graduate Student, University of Cincinnati, 1932, 1933, 1934. Teacher, Crescent Springs High School, Kenton County, Kentucky, 1931–36.

Johnson, Margaret, A. B., Eastern, 1933. Junior High School Teacher, Russell, Kentucky, 1933–36.

Johnson, W. V., A. B., Eastern, 1935.

Jones, Dixie, B. S., Eastern, 1935.

Jones, Mrs. Fairy Ballard, A. B., Eastern, 1928; M. A., University of Kentucky, 1930. Post Office Employee, Richmond, Kentucky, 1928–33; Teacher, Wayland, Kentucky, 1934-35; Part-time Instructor, Eastern Kentucky Teachers College, 1928–33.

Jones, Iris Cornelia, A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1935. Grade Teacher, Million, Kentucky, 1934-35, Erlanger, Kentucky, 1935-36.

Jones, Mrs. John Spencer, A. B., Eastern, 1927; Graduate Student, University of Kentucky, 1929-30. Teacher, White Hall High School, Madison County, Kentucky, 1927–31; High School Teacher, Woodbine, Kentucky, 1932–34.

Jones, John Spencer, A. B., Eastern, 1927; M. A., University of Kentucky, 1934. Principal, White Hall High School, Madison County, Kentucky, 1927–31; High School Principal, Woodbine, Kentucky, 1931–36.

Jones, Luther C., B. S., Eastern, 1935. Grade School Principal, Kinver, Kentucky, 1935-36.

Jordan, Mrs. John (nee Mabel Clark), A. B., Eastern, 1928. Grade Teacher, Covington, Kentucky, 1928-29.

Justice, R. A., B. S., Eastern, 1933. High School Principal, Feds Creek, Kentucky, 1933–36.

Karrick, Gladys Irene, B. S., Eastern, 1935. Cashier, Eastern Kentucky Teachers College, 1935-36.

Keith, Stephen, Jr., B. S., Eastern, 1934. Attendance Officer, Clay County, Kentucky, 1934–36.

Kelly, Edna Arabella, B. S., Eastern, 1929; Graduate Student, University of Kentucky, 1931. Teacher, Federal Industrial Institute, Alderson, West Virginia, 1929-30; Teacher, Sherman Institute, United States Indian Service, Riverside, California, 1930–36.

Kelly, Jennie Elizabeth, A. B., Eastern, 1931. Employee, Office of County Court Clerk, Marion County, Kentucky, 1931–33; High School Teacher, Lebanon, Kentucky, 1933–36.

Kenny, Mae Kirk, B. S., Eastern, 1928; Graduate Student, University of Kentucky, 1931. High School Teacher, Hyden, Kentucky, 1928-29; High School Principal, Thousandsticks, Kentucky, 1929-30; High School Teacher, Prestonsburg, Kentucky, 1930–36.

Kincaid, Josephine G., B. S., Eastern, 1935. Grade Teacher, Erlanger, Kentucky, 1935-36.

King, Frances, A. B., Eastern, 1934. High School Teacher, Renaker, Kentucky, 1934–36.

King, Sam, A. B., Eastern, 1927; Graduate Student, University of Tennessee, 1931. High School Teacher, Burnside, Kentucky, 1926-27; High School Principal, Bonnyman, Kentucky, 1927–32, Combs, Kentucky, 1932–34, Sandy Hook, Kentucky, 1934–36.

Kirkland, Mabel, B. S., Eastern, 1933. Teacher, Forkland Graded School, Gravel Switch, Kentucky, 1933–36.

Knarr, Ruth, A. B., Eastern, 1928; Graduate Student, University of Cincinnati. Grade Teacher, Newport, Kentucky, 1935-36.

Knoppe, Mrs. Georgina, A. B., Eastern, 1934.

Knoppe, Willard M., B. S., Eastern, 1934.

Knox, B. D., A. B., Eastern, 1934; Graduate Student, University of Kentucky, 1934, 1935. Teacher, Nicholas County, Kentucky, 1934–36.

Lair, Ruby, A. B., Eastern, 1929.

LaMonda, Mrs. Jesse W., A. B., Eastern, 1932. Grade Teacher, Carr Creek, Kentucky, 1933–35.

LaMonda, Jesse W., B. S., Eastern, 1932. High School Teacher, Maysville, Kentucky, 1932-33; Principal, Flax Patch School, Carr Creek, Kentucky, 1933–35.

Lane, Joseph Ernest, A. B., Eastern, 1925; M. A., Peabody College, 1927; Graduate Student, Peabody College, 1928-29. Instructor, Tennessee Polytechnic Institute, 1926–36.

Lane, Mary Virginia (See Maddux, Mrs. Jared).

Lawhorn, Mrs. Charles F., A. B., Eastern, 1932. Grade Teacher, Oklalona, Kentucky, 1932, Willow Springs, Kentucky, 1933–36.

Lawhorn, Charles F., A. B., Eastern, 1932. High School Teacher, Dunnville, Kentucky, 1932; Grade Teacher, Rich Hill, Kentucky, 1933, Willow Springs, Kentucky, 1934, Hatter Creek, Kentucky, 1935-36.

Lawson, Charles M., A. B., Eastern, 1934.

Laycock, J. C., B. S., Eastern, 1935. Grade Teacher and Assistant Coach, Lynch, Kentucky, 1935-36.

Layne, Raymond Lee, A. B., Eastern, 1932; Graduate Student, Eastern Kentucky Teachers College, 1935-36. Grade Teacher, Edenton, Kentucky, 1932-33; A. A. A. Employee, Madison County, Kentucky, 1935-36.

Lea, Mary Lillian, B. S., Eastern, 1931. Grade Teacher, Bracken County, Kentucky, 1931–34; High School Teacher, Germantown, Kentucky, 1934–36.

Lea, Orland, B. S., Eastern, 1931. Grade Teacher, Brooksville, Kentucky, 1931–35; High School Principal, Millford, Kentucky, 1935-36.

Leathers, Hettie (See Triplett, Mrs. Ishmael).

Leaver, Mrs. Sidney (nee Lucy Ashcraft), A. B., Eastern, 1933.

Lee, Viola Higgins, A. B., Eastern, 1929. High School Teacher, Burnside, Kentucky, 1929-30; Grade Teacher, Pulaski County, Kentucky, 1930–33; High School Teacher, Kings Mountain, Kentucky, 1933–35, Eubank, Kentucky, 1935-36.

Leedy, Clara, A. B., Eastern, 1935. Grade Teacher, Benham, Kentucky, 1935-36.

Leedy, W. O., A. B., 1935.

Lemaster, Vaughan, B. S., Eastern, 1934. High School Teacher, Oil Springs, Kentucky, 1934-35; Teacher, Meade Memorial High School, Johnson County, Kentucky, 1935-36.

Lewis, Beulah, B. S., Eastern, 1933. Grade Teacher, Maysville, Kentucky, 1933–36.

Lewis, William Bryan, B. S., Eastern, 1934; Graduate Student, Peabody College, 1935. High School Teacher, 1934–36.

Lewis, Mrs. Zylphia Peters, B. S., Eastern, 1933. Grade Teacher, Marydell, Kentucky, 1933-34; High School Teacher, Oneida, Kentucky, 1935-36.

Lingenfelser, Margaret, A. B., Eastern, 1927; M. A., Columbia University, 1928. Critics Teacher, Eastern Kentucky Teachers College, 1927–36.

Linville, James Clyde, B. S., Eastern, 1934. Grade Teacher, Rockcastle County, Kentucky, 1934–36.

Little, Mrs. Daniel B. (nee Fay Ward), A. B., Eastern, 1933. Superintendent, Garrard County, Kentucky, 1933-34; High School Principal, Buena Vista, Kentucky, 1934–36.

Little, Daniel B.,* A. B., Eastern, 1928.

Little, Eula Baker (See Payne, Mrs. Eula Baker).

Little, Robert E., A. B., Eastern, 1927; Graduate Student, University of Kentucky. Teacher, Garrard, Jackson, Leslie, Lincoln, Campbell, Nelson, Madison Counties, Kentucky, 1916-33.

Little, Mrs. Thomas (nee Hazel Virginia Calico), B. S., Eastern, 1929. Grade Teacher, Greenup, Kentucky, 1929-30, Garrard County, Kentucky, 1930-31; High School Teacher, Paint Lick, Kentucky, 1931–36.

Lloyd, Arthur J., A. B., Eastern, 1934. Teacher, Windy High School, Wayne County, Kentucky, 1933–36.

Locke, Mrs. Mae Wyan, A. B., Eastern, 1929; Graduate Student, Peabody College, 1932; Special Study, Bowling Green Business University, 1935-36. High School Teacher and Librarian, Paintsville, Kentucky, 1929–34; High School Teacher, Johnson County, Kentucky, 1934-35.

Long, Capitola, A. B., Eastern, 1932.

Long, Mrs. Francis (nee Mary Cox), A. B., Eastern, 1931. Grade Teacher, Madison County, Kentucky, 1931-32.

Long, Mrs. Perry, A. B., Eastern, 1934.

McAllister, Mary Elizabeth, B. S., Eastern, 1935. Grade Teacher, McRoberts, Kentucky, 1935-36.

McCarthy, Geneva, B. S., Eastern, 1934. Grade Teacher, Richmond, Kentucky, 1934–36.

McClure, Clarinda Helen, A. B., Eatsern, 1935. High School Teacher, Crockett, Kentucky, 1935-36.

McCollum Martha Emilie, A. B., Eastern, 1932. Teacher, Madison County, Kentucky, 1932-33.

McCord, Mary Katherine (See Adams, Mrs. Marion F.).

McDaniel, T. C., Jr., A. B., Eastern, 1934. High School Teacher and Coach, Finchville, Kentucky, 1934–36.

* Deceased.

McDowell, Landon, B. S., Eastern, 1934. F. E. R. A. Teacher, Irvine, Kentucky, 1934-35; Junior High School Teacher, Irvine, Kentucky, 1935-36.

McGibney, William Franklin, B. S., Eastern, 1931; Graduate Student, Southern Baptist Theological Seminary, Louisville, Kentucky, 1933–35. Grade Teacher, Owenton, Kentucky, 1932-33; Minister, Owen County, 1932–36.

McGladdery, Mrs. W. H. (nee Sudie B. Fowler), A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1930–32. Principal, Oddville High School, Cynthiana, Kentucky, 1929–34; High School Principal, Sunrise, Kentucky, 1934–36.

McGlosson, Georgiana, A. B., Eastern, 1930; M. A., Peabody College, 1933. Grade Teacher, Richmond, Kentucky, 1930–33; Instructor, Western Kentucky Teachers College, 1933-34; Teacher, Richmond, Kentucky, 1935-36.

McGuire, Asa Franklin, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1929. Teacher, Morgan, Letcher and Oldham Counties, Kentucky, 1917–27; Instructor, Morehead Kentucky Teachers College, 1928–30.

McHargue, Lester, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1933–35; Grade Teacher, Pine Hill, Kentucky, 1932-33; High School Teacher, Mt. Vernon, Kentucky, 1933–36.

McIntyre, Mrs. Frances Blackwell, B. S., Eastern, 1932; M. A., University of Southern California, 1933.

McKinley, Herschel, A. B., Eastern, 1932. Member of Kentucky General Assembly, 1934-35.

McKinney, Mrs. David (nee Anna Meredith Thompson), A. B., Eastern, 1932. Grade Teacher, Independence, Kentucky, 1932–34.

McKinney, David, B. S., Eastern, 1929; M. A., University of Kentucky, 1933; Graduate Student, University of Kentucky, 1934–36. High school Teacher, Jenkins, Kentucky, 1929-30; Assistant in Bureau of Business Research, University of Kentucky, 1932; Instructor, Western Kentucky Teachers College, Spring, 1935; Assistant to National Resources Commission, Washington, D. C., Summer, 1935; Assistant in Bureau of Business Research, University of Kentucky, 1935-36.

McLaughlin, Maude Richie, A. B., Eastern, 1935.

McMullin, Mrs. Vergil (nee Tabitha Martin), A. B., Eastern, 1926. High School Teacher, Speedwell, Kentucky, 1926–29.

McNamara, Mrs. Nell Guy, A. B., Eastern, 1933; B. S., Eastern, 1934. Superintendent, Montgomery County, 1936.

McWhorter, Mrs. Thurzia Quinlan, A. B., Eastern, 1935. Teacher, Hazel Green High School, Laurel County, Kentucky, 1935-36.

Mackey, Alexander B., A. B., Eastern, 1925; M. A., Peabody College, 1926; Graduate Student, Vanderbilt University, University of Chicago, Harvard. High School Principal, Harrison County, Kentucky, 1925; Teacher, Trevecca High School, Nashville, Tennessee, 1926–28; Instructor, Trevecca Junior College, Nashville, Tennessee, 1929–36; Peabody College, Summer, 1929, 1931, 1932.

Maddox, Noemi Wheeler, B. S., Eastern, 1931; Graduate Student, University of Kentucky, 1935. High School Teacher, Campbellsburg, Kentucky, 1931–35.

Maddux, Mrs. Jared (nee Mary Virginia Lane), B. S., Eastern, 1934. Grade Teacher, Spring Lake, Kentucky, 1934-35; Junior High School Teacher, Elizabethtown, Tennessee, 1935-36.

Maggard, Clarence, B. S., Eastern, 1934. Teacher, Dudley High School Bulan, Kentucky, 1934–36.

Mahaffey, Mae (See Crudden, Mrs. Charles H., Jr.).

Mainous, Clayton George, A. B., Eastern, 1926; Graduate Student, Louisiana State University, 1930, 1933, 1934. Junior High School Teacher, Baton Rouge, Louisana, 1926–36.

Marshall, Clarence W., A. B., Eastern, 1929. High School Principal, Ages, Kentucky, 1929–33; Superintendent, Adair County, Kentucky, 1934–36.

Marshall, Kenneth T., B. S., Eastern, 1931. High School Principal, Finchville, Kentucky, 1932–36.

Marshall, Mrs. William Glass (nee Mayme Ewen), B. S., Eastern, 1933.

Martin, Betty (See Hovisus, Mrs. Betty M.).

Martin, Lloyd L., A. B., Eastern, 1930. High School Principal, Union City, Kentucky, 1930–33, Crab Orchard, Kentucky, 1934-35.

Martin, Lydia Catherine, B. S., Eastern, 1935. Grade Teacher, Bagdad, Kentucky, 1935-36.

Martin, Robert Richard, A. B., Eastern, 1934. A. A. A. Employee, Richmond, Kentucky, 1934-35; High School Teacher, Sardis, Kentucky, 1935-36.

Martin, William W., A. B., Eastern, 1933. High School Teacher, Shepherdsville, Kentucky, 1933-34; Bookkeeper, Kraft-Phenix Cheese Corporation, Lawrenceburg, Kentucky, 1935-36.

Mason, Frances, A. B., Eastern, 1930; A. B., in Library Science, Emery University, 1931. Training School Librarian, Eastern Kentucky Teachers College, 1931–35.

Massey, Ruby, B. S., Eastern, 1935. Grade Teacher, Robertson County, Kentucky, 1935-36.

Masters, Flora Gibson, B. S., Eastern, 1935.

Masters, John, B. S., Eastern, 1930. High School Principal, Hager-

man, Idaho, 1930-31, Grangemont, Idaho, 1931–33; High School Teacher, Taylorsville, Kentucky, 1933–36.

Masters, William H., B. S., Eastern, 1934. Grade School Principal, West Irvine, Kentucky, 1934–36.

Mattox, Mrs. M. E., B. S., Eastern, 1925; Graduate Student, Peabody College, 1928. High School Teacher, Richmond, Kentucky, 1925–28.

May, Mrs. Charles (nee Lillian Pearl Cox), B. S., Eastern, 1933. High School Teacher, Middlesboro, Kentucky, 1933–36.

May, Mrs. Louise W., A. B., Eastern, 1934. High School Teacher, Paintsville, Kentucky, 1934–36.

May, Sweet, B. S., Eastern, 1933. Grade Teacher, Williamson, West Virginia, 1933-34, Turkey Creek, Kentucky, 1934-35; Junior High School Teacher, Hellier, Kentucky, 1935-36.

Mayes, Mildred Ann (See Hobing, Mrs. Jack Hunter).

Maynard, James Garfield, B. S., Eastern, 1934. High School Teacher, Catlettsburg, Kentucky, 1935-36.

Melton, William V., B. S., Eastern, 1932. High School Principal, Hyden, Kentucky, 1932–36.

Merenbloom, Derbert, B. S., Eastern, 1934; Medical Student, University of Louisville, 1934–36.

Michael, Gertrude (See Moore, Mrs. Joseph P.).

Miller, Mrs. Gladys Tucker, A. B., Eastern, 1930. Grade Teacher, Boyle County, Kentucky, 1930-31, Mitchellsburg, Kentucky, 1931-32, Clarksville, Kentucky, 1932–36.

Miller, Mrs. Lillian Estes, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1934-35. Kindergarten Teacher, Lexington, Kentucky, 1932–36.

Million, Elise (See Weisenburg, Mrs. Elise Million).

Million, Harriet (See Griggs, Mrs. John).

Mills, Jennings Franklin, A. B., Eastern, 1926.

Miniard, Mrs. Margaret Riddle, B. S., Eastern, 1935. Grade Teacher, Delphia, Kentucky, 1935-36.

Minter, Edna Kellems (See Rogers, Mrs. Richard).

Mitchell, Harold, A. B., Eastern, 1933.

Mitchell, Lucy, B. S., Eastern, 1933. Stenographer, Eastern Kentucky Teachers College, 1934–36.

Moberly, Jesse C., A. B., Eastern, 1928; Graduate Student, University of Kentucky. High School Teacher, Madison High School, Richmond, Kentucky, 1929–36.

Moberly, Margaret, A. B., Eastern, 1932. Grade Teacher, Moberly, Kentucky, 1932–34, Waco, Kentucky, 1934–36.

Moberly, Mary Earle (See Carrell, Mrs. Ralph).

Montjoy, Lucy Simms, A. B., Eastern, 1935. Grade Teacher, Mount Sterling, Kentucky, 1935-36.

Moody, Salem W., A. B., Eastern, 1933; LL. B., Jefferson School of Law, 1935. Teacher, Madison County, Kentucky, 1935-36.

Moody, Virginia L. (See Gover, Mrs. Roy).

Moore, Mrs. George (nee Nellie Schellinger), A. B., Eastern, 1932. Grade Teacher, Wayland, Kentucky, 1932-33; High School Teacher, Wayland, Kentucky, 1935-36.

Moore, Herman, B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1935. Grade Teacher, Owsley County, Kentucky, 1933-34; High School Teacher, Greensboro, North Carolina, 1934-35; Pineville, Kentucky, 1935-36.

Moore, James Bose, B. S., Eastern, 1934.

Moore, John William, B. S., Eastern, 1934.

Moore, Mrs. Joseph P. (nee Gertrude Michael), A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1932.

Moores, Allie Ruth (See Spurlin, Mrs. Thomas).

Moores, Walter W., A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1935. Teacher, Madison County, Kentucky, 1932–36.

Moores, Willie Griggs, A. B., Eastern, 1930; Graduate Student, University of Cincinnati, 1934. Grade Teacher, Holmes Junior High School, Covington, Kentucky, 1930–35.

Morgan, Charles Howard, B. S., Eastern, 1934. Foreman, New Stateland Farm, Richmond, Kentucky, 1934–36.

Morris, Mrs. Flora Miller, A. B., Eastern, 1932. Teacher, Jefferson, Owen, Montgomery, Morgan Counties, Kentucky, 1913–32.

Morris, Roger B., B. S., Eastern, 1929. High School Teacher and Coach, Double Springs, Alabama, 1929-30; Teacher and Director of Athletics, Pleasant Hill Academy, Pleasant Hill, Tennessee, 1930–36.

Morris, Roscoe,* A. B., Eastern, 1931.

Morton, Mrs. Casey (nee Thelma Dixon), B. S., Eastern, 1934. High School Teacher, Lilly, Kentucky, 1934–36.

Morton, Casey, A. B., Eastern, 1935. Grade Teacher, Jeremiah, Kentucky, 1935-36.

Mullen, Alberta Delk, A. B., Eastern, 1934. Grade Teacher, Ingle, Kentucky, 1934-35; High School Teacher, Nancy, Kentucky, 1935-36.

Mullen, Harold Davis, A. B., Eastern, 1935. Salesman, 1935-36.

Mullinix, Edna M. (See Shearer, Mrs. N. M.).

Mullins, Elmer C., A. B., Eastern, 1925; M. A., Peabody College, 1930;

* Deceased.

Graduate Student, Peabody College, 1931. High School Principal, Moreland, Kentucky, 1925–28, Carr Creek, Kentucky, 1928–30; Kings Mountain, Kentucky, 1930–33; High School Teacher, Alva, Kentucky, 1933–36.

Muncy, Clara P., B. S., Eastern, 1933; Graduate Student, University of Kentucky. Grade Teacher, Corbin, Kentucky, 1933–36.

Muncy, Malta, A. B., Eastern, 1935. High School Teacher, Majestic, Kentucky, 1935-36.

Munda, Davis, A. B., Eastern, 1930. Farmer, Richmond, Kentucky, 1931–36.

Murphy, James W., A. B., Eastern, 1932. Teacher, Casey, Lincoln Counties, Kentucky, 1925–31.

Myers, Anna Mae, B. S., Eastern, 1934.

Nash, Dorothy, A. B., Eastern, 1935. Grade Teacher, Trinity, Kentucky, 1935-36.

Neikirk, George A., A. B., Eastern, 1926; Graduate Student, University of Kentucky, 1927-28. High School Principal, Sparta, Kentucky, 1926-27, Salt Lick, Kentucky, 1928-29; Superintendent, Silver Grove, Kentucky, 1929-30, Berlin, Kentucky, 1930-31; Insurance Business, Springfield, Kentucky, 1931-32; Employee, State C. W. A., 1934; Attendance Officer, Washington County, Kentucky, 1935-36.

Nelson, Clara Mae, B. S., Eastern, 1934; Graduate Student, University of Kentucky, 1935. High School Teacher, Stamping Ground, Kentucky, 1934–36.

Norris, Gladys, A. B., Eastern, 1934. F. E. R. A. Teacher, Richmond, Kentucky, 1934-35; Grade Teacher, Million, Kentucky, 1935-36.

North, Elizabeth, A. B., Eastern, 1926; M. A., Peabody College, 1932. High School Principal, Cropper, Kentucky, 1926–30; Instructor, Western Kentucky Teachers College, Summer, 1926, Morehead, Kentucky, Teachers College, Summer, 1932; Teacher, Danville, Kentucky, 1932-33; Principal, Pikeville College, Kentucky, 1933–36.

Oakes, Newton, B. S., Eastern, 1935; Graduate Student, University of Kentucky, 1935. High School Teacher, Oldtown, Kentucky, 1935-36.

Ogg, William E., A. B., Eastern, 1930.

Oldham, Louise D., B. S., Eastern, 1932. Teacher, Powell, Montgomery Counties, Kentucky, 1925–34.

Onstott, Gladys Lucy, B. S., Eastern, 1934; Special Study, Western Kentucky Teachers College, 1935. Grade Teacher and Librarian, Moreland, Kentucky, 1934–36.

Osborn, Emma, A. B., Eastern, 1932. High School Teacher, Dry Ridge Kentucky, 1932–36.

Osborn, Scott Compton, A. B., Eastern, 1935. High School Teache Wayland, Kentucky, 1935-36.

Osborne, John S., B. S., Eastern, 1932. Grade Teacher, Pulaski County, Kentucky, 1932-33, Floyd County, Kentucky, 1934–36.

Otto, Herman E., B. S., Eastern, 1932. Teacher, Harlan County, Kentucky, 1929-30.

Owens, Carolyn Elizabeth, A. B., Eastern, 1933.

Owens, Ethel, A. B., Eastern, 1930; Graduate Student, Peabody College, 1931. Grade Teacher, Junction City, Kentucky, 1930–33, Boyle County, Kentucky, 1933–36.

Owens, Mildred, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1932-33, 1934, 1935. Junior High School Teacher, Maysville, Kentucky, 1931–33; High School Teacher, Sardis, Kentucky, 1934-35; High School Teacher and Librarian, Minerva, Kentucky, 1935-36.

Park, Alliegordon, A. B., Eastern, 1931; B. S. in Library Science, Peabody College, 1932. Assistant Librarian, Eastern Kentucky Teachers College, Summer 1933; High School Librarian, Benham, Kentucky, 1933–36.

Parks, Bessie C., A. B., Eastern, 1934. Grade Teacher, Nicholasville, Kentucky, 1934–36.

Parman, Oscar, A. B., Eastern, 1930.

Parrish, Virginia Norval, A. B., Eastern, 1935. High School Teacher, Sardis, Kentucky, 1935-36.

Parsley, Jarvis D., A. B., Eastern, 1935. Consolidated School Principal, Laurel County, Kentucky, 1935-36.

Parsley, Zada Moore, A. B., Eastern, 1935.

Patton, James L., A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1935. High School Teacher and Principal, Salyersville, Kentucky, 1932–36.

Patton, Mary Ann (See Adams, Mrs. Lundy).

Paxton, Mrs. Elmer J., A. B., Eastern, 1929; Graduate Student, University of Louisville, Columbia University. Teacher, Shelby, Madison Counties, Kentucky, 1929–34.

Payne, Mrs. Eula Baker, A. B., Eastern, 1926; Special Study in Commerce, Eastern Kentucky Teachers College, 1926-27. Stenographer for C. C. Wallace, Attorney, Richmond, Kentucky, 1927–30, American Legion, Richmond, Kentucky, 1930-31; Kindergarten Teacher, Berea, Kentucky, 1934.

Paynes, James Andrew, A. B., Eastern, 1927; Graduate Student, University of Kentucky, 1930–33. Superintendent, Harrison County, Kentucky, 1927–36.

Paynter, Charles, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1931. High School Principal, Milford, Kentucky, 1928–30, Brooksville, Kentucky, 1930–34; Superintendent, Bracken County, Kentucky, 1934–36.

Pearson, Ethel Bogie, A. B., Eastern, 1932. Teacher, Estill, Madison, Knott Counties, Kentucky, 1924–31.

Pearson, Mrs. Sadie Tinsley, B. S., Eastern, 1932.

Pearson, William E., A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1930. Teacher, Knott, Nicholas, Madison, Estill Counties, Kentucky, 1923–31.

Peele, Emily Frances, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1932. Grade Teacher, Woodford County, Kentucky, 1930–36.

Pelley, Thomas Lee, A. B., Eastern, 1927. Teacher, Holmes Junior High School, Covington, Kentucky, 1927–36.

Pelphrey, Nell, B. S., Eastern, 1931; Graduate Student, University of Kentucky, Summer, 1933, 1934, 1935. High School Teacher, Lancaster, Kentucky, 1931–36.

Pennington, John Edgar, A. B., Eastern, 1929. High School Principal, Webbville, Kentucky, 1929–36.

Perkins, Mrs. Park Valentine (nee Alice Isabel Roach), A. B., Eastern, 1931. Grade Teacher, Harvard School, Toledo, Ohio, 1931-32, Stickney School, Toledo, 1932–34, Sherman School, Toledo, 1934–36.

Peters, Grova L., B. S., Eastern, 1934. Grade Teacher, Harlan County, Kentucky, 1934-35, Patterson School, Dayton, Ohio, 1935-36.

Peters, Julia Anne (See Bowling, Mrs. Julia Anne).

Peters, Zylphia (See Lewis, Mrs. Zylphia P.).

Pettit, Charles A., A. B., Eastern, 1931; Law Student, University of Cincinnati, 1932-33. County Judge, Grant County, Kentucky, 1934-35.

Phillips, Clyde Sidney, A. B., Eastern, 1935.

Pletcher, Jessie Bell (See Haller, Mrs. Jessie Bell).

Plummer, Charles M., A. B., Eastern, 1930; Student, Palmer School of Chiropractic, Davenport, Iowa, 1932, Smith's School of Chiropractic, Davenport, 1933; Graduate Student, University of Kentucky. Chiropractor, Covington, Kentucky, 1933–36.

Pope, Mason, B. S., Eastern, 1932; Medical Student, University of Tennessee, 1932–33.

Potter, Mrs. Lawrence Wayne (nee Betty Jo Boleyn), A. B., Eastern, 1932. Grade Teacher, Bolyn, Kentucky, 1932-33.

Powell, Mrs. Ida May, A. B., Eastern, 1933. Grade Teacher, Jessamine County, Kentucky, 1891–1936.

Powell, Opal, B. S., Eastern, 1933. Teacher, Louisville, Kentucky, 1933–35.

Powers, Mary Elizabeth, B. S., Eastern, 1934. K. E. R. A. Library Project, Madison County, Kentucky, 1934-35; Grade Teacher, Whites, Kentucky, 1935-36.

Powers, Ralph D., A. B., Eastern, 1935. High School Teacher, Windy, Kentucky, 1935-36.

Prather, John Gibson, Jr., A. B., Eastern, 1935. Associate Editor, Richmond Daily Register, Richmond, Kentucky, 1935-36.

Prewitt, Daniel W., A. B., Eastern, 1932; Graduate Student, University of Kentucky, Summer, 1932, 1933, 1934. Grade School Superintendent, Packard, Kentucky, 1932–35; Junior High School Principal, Hazard, Kentucky, 1935-36.

Prewitt, Neal Henri, B. S., Eastern, 1935. High School Teacher, Harlan, Kentucky, 1935-36.

Price, Ernestine, B. S., Eastern, 1934.

Price, Lelia M., A. B., Eastern, 1932. Teacher, Madison County, Kentucky, 1922–32.

Price, Orville, A. B., Eastern, 1927. Teacher, Leslie, Letcher, Carter Counties, Kentucky, 1927–33.

Prim, Harold Edward, B. S., Eastern, 1934. High School Teacher, Cold Springs, Kentucky, 1934-35, Bellevue, Kentucky, 1936.

Qualls, Daniel Webster, A. B., Eastern, 1925; M. A., University of Kentucky, 1931. High School Principal, Peaks Mill, Kentucky, 1925-26, Berry, Kentucky, 1927-28; Superintendent, Olive Hill, Kentucky, 1928–31, Houstonville, Kentucky, 1931–36.

Rader, C. R., A. B., Eastern, 1934.

Radford, Betty B., A. B., Eastern, 1929; Graduate Student, Asheville, North Carolina, Teachers College, 1934; Grade Teacher, Middlesboro, Kentucky, 1929-30, Granite Falls, North Carolina, 1930–32, Black Mountain, North Carolina, 1933–35, Henderson, North Carolina, 1935-36.

Raleigh, Vera V., A. B., Eastern, 1933; M. A., Peabody College, 1934. Instructor, East Tennessee Teachers College, Winter Quarter, 1934, Eastern Kentucky Teachers College, Spring, 1934.

Ramey, Bernice, A. B., Eastern, 1935.

Ramsey, Anna, A. B., Eastern, 1932. Grade Teacher, Bell Point, Kentucky, 1932, Flossie, Kentucky, 1933, Griffin, Kentucky, 1934-35.

Ramsey, Beulah, B. S., Eastern, 1934. Grade Teacher, Ekron, Kentucky, 1934–36.

Ramsey, Charles P., A. B., Eastern, 1929. Superintendent, Clay County High School, Manchester, Kentucky, 1929-30, Livingston, Kentucky, 1931-32; Supervisor and Agent, Great Southern Life Insurance Company, 1932–36.

Ramsey, Jennie Elizabeth, B. S., Eastern, 1928; M. A., Columbia University, 1935. High School Teacher, Benham, Kentucky, 1928–36.

Ramsey, William E., B. S., Eastern, 1932. High School Teacher, Lincoln County, Kentucky, 1932–36.

Rankin, Mrs. Pat (nee Eliza Anderson Cummins), A. B., Eastern, 1928; Graduate Student, Peabody College, 1931, University of Kentucky, 1933. High School Teacher, McKinney, Kentucky, 1928–30; Grade Teacher, Lancaster, Kentucky, 1930-31; High School Teacher, Lancaster, Kentucky, 1931–36.

Rankin, Robert Harry, A. B., Eastern, 1935. Teacher, Eastern Junior High School, Louisville, Kentucky, 1935-36.

Ransdall, Edith, B. S., Eastern, 1935. Grade Teacher, Campbellsburg, Kentucky, 1935-36.

Ray, Charles P., A. B., Eastern, 1932. Teacher, Clay, Pulaski, Madison Counties, Kentucky, 1924–34.

Redmond, Mattie, A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1930. Teacher, Anderson, Henry, Woodford Counties, Kentucky, 1924–33.

Rees, Riley A., B. S., Eastern, 1933. Farmer, Bracken County, Kentucky, 1933–36.

Rees, Rupert S., B. S., Eastern, 1931; Graduate Student, University of Kentucky, 1932, 1934. Junior High School Principal, Prestonsburg, Kentucky, 1931-32; Grade Teacher, Bracken County, Kentucky, 1933–36.

Regenstein, Alma, B. S., Eastern, 1930; Graduate Student, University of Kentucky, 1934, 1935. High School Teacher, Corbin, Kentucky, 1930-33, Shelbyville, Kentucky, 1934–36.

Rettig, Catherine Louise, B. S., Eastern, 1935. Grade Teacher, Lewisburg, Kentucky, 1935-36.

Reynolds, Mrs. Charles (nee Lena Begley), A. B., Eastern, 1930; Graduate Student, Peabody College. High School Teacher, London, Kentucky, 1930–36.

Reynolds, Coleman, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1931. High School Principal, Finchville, Kentucky, 1928–32; Superintendent, Jackson County, Kentucky, 1932–36.

Rice, David W., A. B., Eastern, 1931. Teacher, Pulaski, Madison Counties, Kentucky.

Rice, Lawrence K., A. B., Eastern, 1927; Graduate Student, University of Cincinnati, 1928, University of Kentucky, 1929, 1933. Teacher, Breathitt, Leslie Counties, Kentucky, 1927–33. Member, Kentucky General Assembly, 1936.

Rice, Myra Dee, B. S., Eastern, 1933.

Rice, Z. T., Jr., B. S., Eastern, 1933.

Richards, Mrs. Edna Moneyhon, A. B., Eastern, 1931. Teacher, Bracken, Bell, Kenton Counties, Kentucky, 1910–33.

Richards, R. R., A. B., Eastern, 1929; M. B. A., Boston University, 1933. Instructor Eastern Kentucky Teachers College, 1929-32;

Teaching Fellow, Boston University, 1932-33; Instructor, Eastern, 1933–36.

Richardson, James R., Eastern, 1930; LL. B., University of Kentucky, 1934. Attorney, Richmond, Kentucky, 1934–36.

Riddell, Elizabeth (See Van Horn, Mrs. Robert M.).

Riddell, Laura, A. B., Eastern, 1933. Grade Teacher, Ravenna, Kentucky, 1933–36.

Rigsby, Mrs. Mildred White, A. B., Eastern, 1929; M. A., Peabody College, 1933. Teacher, Roles Junior High School, Ashland, Kentucky, 1930–33, Ashland Senior High School, 1933–36.

Rigsby, Ralph Harold, B. S., Eastern, 1933.

Riley, Oni Audrey, A. B., Eastern, 1932. Grade Teacher, Independence, Kentucky, 1932-33; High School Teacher, Independence, 1933–36.

Riley, Ruth, A. B., Eastern, 1926; Graduate Student, Columbia University, Summer, 1931, 1934. Grade Teacher, Covington, Kentucky, 1926-27; Teacher, Holmes Junior High School, Covington, 1927–36.

Roach, Alice Isabel (See Perkins, Mrs. Park Valentine).

Roberts, Delane O., A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1929, 1930. Grade School Principal, Kings Mountain, Kentucky, 1928–30, Evarts, Kentucky, 1930–33; Superintendent, Kings Mountain, Kentucky, 1933–36.

Roberts, Marion Stamper, A. B., Eastern, 1935. High School Teacher, Cubage, Kentucky, 1935–36.

Roberts, Mrs. Richard Whitefield, Jr. (nee Bernice Champ), A. B., Eastern, 1927; M. A., Columbia University, 1928. Critic Teacher, Eastern Kentucky Teachers College, 1928-29, North Carolina College for Women, Greenesboro, North Carolina, 1929-30; Instructor, Florida State College for Women, Tallahassee, Florida, 1930-31.

Robertson, Imogene, B. S., Eastern, 1934. Teacher, Central High School, Chattanooga, Tennessee, 1934–36.

Robinette, Gertrude Maggard, B. S., Eastern, 1935. Grade Teacher, Leburn, Kentucky, 1935–36.

Robinson, Kate, A. B., Eastern, 1932.*

Robinson, Mary E. (See Gray, Mrs. Mary E.).

Roe, Mrs. Eugene (nee Virginia Routt), A. B., Eastern, 1926; Graduate Student, University of Kentucky, M. A., University of Minnesota. Teacher, Mercer, Madison Counties, Kentucky, 1926–29; Instructor, Morehead Kentucky Teachers College, 1930.

Roe, Mrs. James Alvin (nee Nora Virginia Sloas), B. S., Eastern, 1930. Grade Teacher, Ashland, Kentucky, 1930-31.

* Deceased.

Roe, James Alvin, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1930, 1931. High School Principal, Sunrise, Kentucky, 1930–34, Renaker, Kentucky, 1935-36.

Rogers, Opal Garnett, A. B., Eastern, 1931. Teacher, Adair, Grant, Garrard, Kenton Counties, Kentucky, 1918–27.

Rogers, Mrs. Richard (nee Edna Kellems Minter), A. B., Eastern, 1929. Grade Teacher, Richmond, Kentucky, 1929-30.

Rose, Chester A., A. B., Eastern, 1932. High School Principal, Pleasant View, Kentucky, 1932-33; Superintendent, Whitley County, Kentucky, 1933-34; High School Teacher, Gatliff, Kentucky, 1934-35; High School Principal, Williamsburg, Kentucky, 1935-36.

Ross, Mrs. Emma Baker, A. B., Eastern, 1927; Graduate Student, Columbia University, 1927, 1928, University of Chicago, 1930. Teacher, Jefferson, Perry, Harlan Counties, Kentucky, 1912–33.

Ross, Evelyn F., B. S., Eastern, 1929; Graduate Student, University of Kentucky, Summer, 1930, 1932, 1934, 1935. High School Teacher, Corbin, Kentucky, 1929–36.

Routt, Virginia (See Roe, Mrs. Eugene).

Rowlett, Jane Katherine (See Threkeld, Mrs. O. F.).

Roysdon, Mrs. Gertrude Bell, B. S., Eastern, 1934.

Rutledge, Harold Hunt, B. S., Eastern, 1932; Medical Student, University of Louisville, 1932–36.

Rutledge, Louise, A. B., Eastern, 1933. Grade Teacher, Richmond, Kentucky, 1935-36.

Salyer, Amanda Patrick, A. B., Eastern, 1931; M. A., University of Kentucky, 1934. Grade Teacher, Lexington, Kentucky, 1931–36.

Salyers, Robert K., A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1932, 1933. Advertising Manager, Moore Corporation, Joliet, Illinois, 1929–33; Executive Secretary, K. E. A. Interpretation Commission, 1933-34; Research Assistant, President's Office, University of Kentucky, 1934–36.

Sams, Alma, A. B., Eastern, 1934. Grade Teacher, Irvine, Kentucky, 1934–36.

Schaeffer, Ruth (See Connelly, Mrs. Ronald).

Schatzman, Mrs. C. E. (nee Huldah F. Wilson), A. B., Eastern, 1930. High School Teacher, Norwood, Ohio, 1930-31.

Schellinger, Nellie (See Moore, Mrs. George).

Schneider, Grace, B. S., Eastern, 1935. Teacher, Southern Junior High School, Louisville, Kentucky, 1935-36.

Scott, Mildred Mae, A. B., Eastern, 1931. Grade Teacher, Portsmouth, Ohio, 1931–36.

Scrivner, Sue, A. B., Eastern, 1931. Grade Teacher, Richmond, Kentucky, 1931–36.

Sharp, Foyster, A. B., Eastern, 1932; Graduate Student, University of Kentucky, 1933, 1935. High School Principal, Kirksville, Kentucky, 1932-34; Superintendent, Campton, Kentucky, 1934-35; High School Principal, Pleasant View, Kentucky, 1935-36.

Sharp, Gleneva, A. B., Eastern, 1935.

Shearer, Jessie (See Bertram, Mrs. Jessie).

Shearer, Mrs. N. M. (nee Edna M. Mullinix), A. B., Eastern, 1926.

Shearer, Robert C., A. B., Eastern, 1935.

Shearer, William Morton, A. B., Eastern, 1925; Graduate Student, University of Cincinnati, 1926, 1935. Teacher, Holmes Senior High School, Covington, Kentucky, 1925–36.

Shelton, Mary Frances, B. S., Eastern, 1935. Grade Teacher, Clark County, Kentucky, 1935-36.

Shepherd, Clarence Cecil, B. S., Eastern, 1933. High School Teacher, Alva, Kentucky, 1933-34; Principal, Morgansburg Consolidated Schools, Maysville, Kentucky, 1934-35; High School Teacher, Shoopman, Kentucky, 1935-36.

Short, Frances Elvira, A. B., Eastern, 1934; Graduate Student, Ohio State University.

Shute, Olive, A. B., Eastern, 1932. Grade Teacher, Ashland, Kentucky, 1932–35.

Simms, Mrs. Frank W. (nee Sueanna Cheatham), A. B., Eastern, 1932. Grade Teacher, Texas, Kentucky, 1932–36.

Simpson, Gladys, B. S., Eastern, 1934.

Sims, John Orlie, A. B., Eastern, 1935. High School Teacher, Jamestown, Kentucky, 1935-36.

Singleton, Mayme, B. S., Eastern, 1933. Grade Teacher, Stanford, Kentucky, 1933-34; Superintendent, Lincoln County, Kentucky, 1934-35.

Sizemore, Elmer E., A. B., Eastern, 1933. High School Teacher, Leslie County, Kentucky, 1933–36.

Skidmore, Fannie Farley, B. S., Eastern, 1934. High School Teacher, Livingston, Kentucky, 1934–36.

Skinner, Lucretia, A. B., Eastern, 1929. High School Teacher, Paint Lick, Kentucky, 1929–31, Buckeye High School, 1931–33, Mount Hebron, Kentucky, 1933–36.

Skinner, Thomas W., A. B., Eastern, 1925; Graduate Student, University of Kentucky. Teacher, Henry, Fulton, Boone, Owsley, Letcher, Mercer, Pike, Madison Counties, Kentucky, 1909–33.

Sloan, Myrtle Mae, A. B., Eastern, 1927; Graduate Student, Peabody College, 1935.

Sloas, Nora Virginia (See Roe, Mrs. James Alvin).

Slusher, Thelma, A. B., Eastern, 1930; Graduate Student, University of Kentucky, Summer, 1932, 1933. Grade Teacher, Midway, Kentucky, 1930–34.

Smith, Mrs. Alton, A. B., Eastern, 1930. Teacher, Casey, Madison Counties, Kentucky, 1927–31.

Smith, Anna May, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1935. Grade Teacher, Pineville, Kentucky, 1930–35.

Smith, Edna Julia, A. B., Eastern, 1932. Teacher, Madison, Boyd, Estill Counties, Kentucky.

Smith, Eva, B. S., Eastern, 1930; Graduate Student, University of Kentucky, 1931, 1935. High School Teacher, Cropper, Kentucky, 1930-31; Grade Teacher, Danville, Kentucky, 1931–36.

Smith, Frona Virginia (See Yates, Mrs. C. B.).

Smith, Ira E., B. S., Eastern, 1932; Graduate Student, University of Kentucky, 1932, 1933. High School Teacher, Inez, Kentucky, 1933-34; Principal, Ruddles Mill High School, Paris, Kentucky, 1934–36.

Smith, Karl Norfleet, B. S., Eastern, 1933.

Smith, Mrs. Mae Blackaby, A. B., Eastern, 1931. Teacher, Henry, Harlan Counties, Kentucky.

Smith, Mary E., B. S., Eastern, 1933.

Smith, Oval, A. B., Eastern, 1934. High School Teacher, Burning Springs, Kentucky, 1934–36.

Smith, Robert Luther, A. B., Eastern, 1929; Graduate Student, University of Kentucky. Teacher, Whitley, Johnson, Letcher, Perry Counties, Kentucky, and Ohio, 1920–32.

Smith, Ruby Mae (See Gentry, Mrs. Ralph)

Smith, William Alton, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1934, 1935. High School Principal, Waco, Kentucky, 1929–33, Union City, Kentucky, 1933–36.

Soper, Mrs. Oma Smith, A. B., Eastern, 1927; M. A., University of Kentucky, 1931. High School Teacher, Russell, Kentucky, 1926–29; Grade School Principal, Lexington, Kentucky, 1929–36.

Sparrow, John Carl, A. B., Eastern, 1935; Graduate Student, University of Kentucky, 1935. High School Teacher, Eminence, Kentucky, 1935-36.

Sparrow, Mrs. Marguerite Culton, B. S., Eastern, 1933. Grade School Principal, Irvine, Kentucky, 1933–36.

Spears, Chester, A. B., Eastern, 1934. Attendance Officer, Jenkins, Kentucky, 1934–36.

Spurlin, Ann, B. S., Eastern, 1933. Grade Teacher, Spring Lake, Kentucky, 1933-34, Ludlow, Kentucky, 1934–36.

Spurlin, Mrs. Thomas (nee Allie Ruth Moores), A. B., Eastern, 1927;

Graduate Student, University of Kentucky, 1928, 1929. Teacher, Bracken, Campbell Counties, Kentucky, 1925–31.

Spurlock, H. L., B. S., Eastern, 1932. High School Principal, Oneida, Kentucky, 1932–36.

Stacy, General, A. B., Eastern, 1930; Graduate Student, University of Kentucky. Teacher, Perry County, Kentucky, 1918–32.

Stamper, Maynard, B. S., Eastern, 1934. High School Teacher, Elizabethtown, Kentucky, 1934-35.

Starns, Clarence William, B. S., Eastern, 1935. High School Teacher, Campton, Kentucky, 1935-36.

Starns, W. Gayle, A. B., Eastern, 1932; Graduate Student, Peabody College, Summer, 1933, University of Kentucky, 1934, 1935. High School Teacher, Owenton, Kentucky, 1932-33, Maysville Senior High School, 1933-34; Junior High School Principal, Maysville, Kentucky, 1934-35; Assistant, Department of Kentucky University Extension, Lexington, Kentucky, 1935-36.

Staton, Lee Roy, A. B., Eastern, 1929; Graduate Student, Boston University, 1932-33. Teacher, Gulfport, Mississippi, 1929–32; Automobile Dealer, Gulfport, 1934–36.

Stennett, Mabel O., A. B., Eastern, 1929. High School Teacher, Russell, Kentucky, 1929–32.

Stephens, Mrs. Claybourne (nee Irene Patton), B. S., Eastern, 1935. High School Teacher, Prestonsburg, Kentucky, 1935-36.

Stephens, Claybourne, B. S., Eastern, 1935. High School Principal, Prestonsburg, Kentucky, 1935-36.

Stephens, Maude, A. B., Eastern, 1932; Special Study, Fugazzi Business School. Grade Teacher, Walnut Grove, Kentucky, 1932–34; High School Teacher, Shopville, Kentucky, 1935-36.

Stephenson, Lillian G. (See Waters, Mrs. Lawrence).

Stephenson, Vivian, B. S., Eastern, 1935. Grade Teacher, Madison County, Kentucky, 1935-36.

Stevens, W. C., B. S., Eastern, 1934: Graduate Student, University of Kentucky. Principal, Fairview High School, Mercer County, Kentucky, 1934–36.

Stewart, Mary Elizabeth, B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1934. Kindergarten Teacher, Richmond, Kentucky, 1933-34; High School Teacher, Burkesville, Kentucky, 1934-35.

Stidham, C. B., A. B., Eastern, 1933. High School Principal, Proctor, Kentucky, 1933-34.

Stigers, Mrs. William (nee Irene Thomas), B. S., Eastern, 1933.

Stocker, Jean Alice, A. B., Eastern, 1932; Graduate Student, Ohio University, 1932.

Stocker, Mossie, A. B., Eastern, 1930; Graduate Student, Columbia University, 1931. High School Teacher, Jenkins, Kentucky, 1930-31, Richmond, Kentucky, 1932–36.

Stone, Talton K., A. B., Eastern, 1929; M. A., University of Kentucky, 1934. High School Teacher and Coach, Harlan County, Kentucky, 1926–28; High School Principal and Coach, Carrollton, Kentucky, 1928–36.

Stratton, Garland, B. S., Eastern, 1930; M. A., University of Tennessee, 1931. High School Teacher, Pikeville, Kentucky, 1932–36.

Sutter, Clarence Homer, B. S., Eastern, 1935. High School Teacher and Coach, Pandora, Ohio, 1935-36.

Switzer, Samuel Lloyd, B. S., Eastern, 1935.

Talbott, Ruth Waugh, B. S., Eastern, 1935; Graduate Student, Ohio University, 1935-36.

Taliaferro, Ella, B. S., Eastern, 1935.

Talley, Garnett (See Hinkle, Mrs. Chester).

Taphorn, Mary Martha, A. B., Eastern, 1930; Graduate Student, University of Cincinnati, 1933, Miami University, 1935. Grade Teacher, Covington, Kentucky, 1930–36.

Tarter, John, A. B., Eastern, 1935. Grade Teacher, Casey County, Kentucky, 1935-36.

Tarter, V. K., B. S., Eastern, 1930; Graduate Student, University of Kentucky, 1934. Principal, Fidelity High School, Shoopman, Kentucky, 1930–35, Sardis, Kentucky, 1935-36.

Tate, Flora (See Troisi, Mrs. Paul).

Taulbee, Calloway, B. S., Eastern, 1934; Graduate Student, Ohio State University, 1935. High School Teacher, McArthur, Ohio, 1934–36.

Taylor, Mrs. A. H. (nee Eula Mae Cable), A. B., Eastern, 1934. High School Teacher, Beattyville, Kentucky, 1933–36.

Taylor, Mrs. Clara, B. S., Eastern, 1934. Grade Teacher, Laurel County, Kentucky, 1934-35; High School Teacher, East Bernstadt, Kentucky, 1935-36.

Taylor, Mrs. Ethel Tudor, A. B., Eastern, 1928. Teacher, Madison, Pulaski Counties, Kentucky, 1918–32.

Taylor, Inez, B. S., Eastern, 1935. High School Teacher, St. Helens, Kentucky, 1935-36.

Taylor, Logan, A. B., Eastern, 1934. K. E. R. A. Employee, London, Kentucky, 1934-35.

Taylor, Roy B., A. B., Eastern, 1934. High School Teacher, Laurel County, Kentucky, 1934–36.

Taylor, Sam B., A. B., Eastern, 1933. Superintendent, Lee County, Kentucky, 1933–36.

Taylor, Willie Mae, A. B., Eastern, 1931; Graduate Student, University of Kentucky.

Telford, Josephine L., A. B., Eastern, 1932. Grade Teacher, Washington, D. C., 1932–36.

Telford, Margaret, A. B., Eastern, 1930; Graduate Student, Columbia University, 1930, 1931, 1933. High School Teacher and Librarian, Erlanger, Kentucky, 1930–32; Grade Teacher, Richmond, Kentucky, 1932–36.

Terrill, Dorothy (See Evans, Mrs. W. K., Jr.).

Terrill, Olive, B. S., Eastern, 1931. Junior High School Teacher, Jenkins, Kentucky, 1931–34.

Tevis, Edward, A. B., Eastern, 1931. High School Principal, Madison County, Kentucky, 1931-32; F. E. R. A. Employee, Madison County, Kentucky, 1934.

Thacker, Waller B., A. B., Eastern, 1933. F. E. R. A. Teacher, Lawrenceburg, Kentucky, 1934-35.

Thomas, Blanche Lee, A. B., Eastern, 1934.

Thomas, Mary Irene (See Stigers, Mrs. William).

Thompson, Anna Meredith (See McKinney, Mrs. David).

Thompson, Mrs. Forest S. (nee Elizabeth Sellers), A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1930, 1931, 1932. Assistant High School Principal, Madison County, Kentucky, 1929-30, Pendleton County, Kentucky, 1930–34.

Thompson, Forest S., A. B., Eastern, 1929; Graduate Student, University of Kentucky, Summer, 1930, 1931, 1932. High School Principal, Madison County, Kentucky, 1929-30, Pendleton County, Kentucky, 1930–34; Proprietor Mutual Realty Company, Williamstown, Kentucky, 1935-36.

Thomas, Pearl Nettie, B. S., Eastern, 1935. Teacher, Hazel Green High School, East Bernstadt, Kentucky, 1935-36.

Threkeld, Mrs. O. F. (nee Jane Rowlett), A. B., Eastern, 1932. Grade Teacher, Madison County, Kentucky, 1932-33.

Tiller, Mrs. B. L. (nee Eubie Kate Estes), A. B., Eastern, 1927. High School Teacher, Wheatley, Kentucky, 1927, Maysville, Kentucky, 1928, Vanceburg, Kentucky, 1929-31; Grade Teacher, Owenton, Kentucky, 1931-32; High School Teacher, Gratz, Kentucky, 1932-33; Grade Teacher, Owenton, Kentucky, 1933–35.

Tipton, Arthur T., A. B., Eastern, 1933. High School Teacher, Beattyville, Kentucky, 1933–36.

Tolbert, Mattie, A. B., Eastern, 1933. Grade Teacher, Bethel, Kentucky, 1933-34; High School Teacher, Owenton, Kentucky, 1934–36.

Tolbert, Willena, B. S., Eastern, 1934. High School Teacher, Bedford, Kentucky, Milton, Kentucky, 1934–36.

Triplett, Henry, B. S., Eastern, 1930; M. D., University of Tennessee, 1933. Physician, Corbin, Kentucky, 1933–36.

Triplett, Mrs. Ishmael (nee Hettie Lethers), A. B., Eastern, 1925; Graduate Student, University of Kentucky, 1928. Grade Teacher, Richmond, Kentucky, 1925-26; Junior High School Teacher, Richmond, 1926-27; Teacher, Lackey, Kentucky, 1927-28.

Triplett, Ishmael, A. B., Eastern, 1927; Graduate Student, University of Kentucky, 1927. High School Principal, Lackey, Kentucky, 1927-28; City School Superintendent, Prestonsburg, Kentucky, 1928–36.

Troisi, Mrs. Paul (nee Flora Tate), B. S., Eastern, 1930. Grade Teacher, Carr Creek, Kentucky, 1930-31, Woodford County, Kentucky, 1931-32.

True, Roy, B. S., Eastern, 1933. Principal, Bald Knob High School, Franklin County, Kentucky, 1933-34; Superintendent, Franklin County, Kentucky, 1934–36.

Tudor, Mrs. Herbert, A. B., Eastern, 1933. Teacher, Buena Vista High School, Garrard County, Kentucky, 1934–36.

Tudor, Herbert, A. B., Eastern, 1933. High School Teacher, Camp Dick Robinson, Garrard County, Kentucky, 1933-34, Buena Vista, Kentucky, 1934–36.

Tudor, Tabitha, A. B., Eastern, 1931. Teacher, Jessamine, Madison Counties, Kentucky, 1924–33.

Turley, J. D., Jr., B. S., Eastern, 1934; Graduate Student, Eastern Kentucky Teachers College, 1935. High School Teacher and Coach, Carr Creek, Kentucky, 1934-35; Teacher, Male High School, Louisville, Kentucky, 1935-36.

Turner, Mrs. W. R. (nee Frances Addis), A. B., Eastern, 1934. High School Teacher, Wheelwright, Kentucky, 1934-35; Grade School Principal, Ligon, Kentucky, 1935-36.

Tussey, Bonnie Olga, B. S., Eastern, 1933. High School Principal, Letter Box, Kentucky, 1934–36.

Tye, Elbert, A. B., Eastern, 1932.

Tyng, Dorothy Perry, B. S., Eastern, 1935; Student, Laboratory Technical School, Public Health Department, Louisville, Kentucky, 1935. Commercial Chemist, Louisville, Kentucky, 1936.

Ueltschi, Ida Elsie, B. S., Eastern, 1933; Graduate Student, University of Kentucky, 1933, 1934. Critic, Caney Junior College, Pippapass, Kentucky, 1933-34, Pikeville Junior College, 1935.

Underwood, Glenn G., B. S., Eastern, 1935. High School Teacher, Olive Hill, Kentucky, 1935-36.

Vaughn, Mary Emma, B. S., Eastern, 1934. Grade Teacher, Middlesboro, Kentucky, 1934–36.

VanArsdall, C. S., B. S., Eastern, 1935. Employee, Kentucky State Reformatory, 1935-36.

Van Horne, Mrs. Robert M. (nee Elizabeth Riddell), A. B., Eastern, 1932. High School Teacher, Irvine, Kentucky, 1932–36.

Vickers, Eula, A. B., Eastern, 1933. Grade Teacher, Pineville, Kentucky, 1933–36.

Wagers, Mrs. Lawrence (nee Lillian G. Stephenson), A. B., Eastern, 1928. Teacher, Lee, Madison Counties, Kentucky, 1926–33.

Wagers, Lawrence, B. S., Eastern, 1928; M. D., University of Tennessee, 1933. Physician, Manchester, Kentucky, 1933–35.

Wagoner, Dorothy, B. S., Eastern, 1935.

Wagoner, Thelma (See Allie, Mrs. D. C.).

Waldrop, Claude C., B. S.. Eastern, 1931; Graduate Student, University of Kentucky, 1935. High School Teacher and Coach, Paint Lick, Kentucky, 1931-32; Attendance Officer, Owenton, Kentucky, 1934–36.

Walker, Georgetta Owsley (See Evans, Mrs. Leslie).

Ward, Stella, A. B., Eastern, 1929; M. A., Peabody College, 1934. High School Teacher, Finchville, Kentucky, 1930–32; Supervisor of Rural Schools, Johnson County, Kentucky, 1932-33; High School Teacher, Paintsville, Kentucky, 1933-34; Instructor, Union College, 1935-36.

Warren, Challis H., A. B., Eastern, 1932; M. A., University of Kentucky, 1935. High School Principal, Valley View, Kentucky, 1932-33, Newby, Kentucky, 1933–36.

Warren, Mrs. Mayo Honchell, A. B., Eastern, 1933. Grade Teacher, Newby, Kentucky, 1933-34.

Washburn, Cecil, A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1932. High School Teacher, Blue Diamond, Kentucky, 1930–35, Principal, 1933–35; High School Teacher, Matewan, West Virginia, 1935-36.

Washington, Mary, B. S., Eastern, 1930. Teacher, Russell County, Kentucky, 1925–32.

Watkins, Willie Moss, A. B., Eastern, 1929. Superintendent, Casey County, Kentucky, 1926–36.

Watson, Ruby, B. S., Eastern, 1934; Graduate Student. University of Kentucky, 1935. Kindergarten Teacher, Lexington, Kentucky, 1934-35.

Watson, Susie, B. S., Eastern, 1934. Grade Teacher, Masonic Home School, 1934–36.

Watts. John Brown, A. B., Eastern, 1926. Teacher, Breathitt, Jackson Counties, Kentucky, 1932.

Weaver, Mildred Ethel, B. S., Eastern, 1929; Graduate Student, University of Washington. Teacher, Colorado, 1929–36.

Webb, Lee C., B. S., Eastern, 1933. Coach Operator, South Eastern Greyhound Lines, 1933–35.

Webb, Lela, A. B., Eastern, 1928; M. A., Peabody College, 1929. Teacher, St. Mary's College, Dallas, Texas, 1929-30; Junior High School Principal, Scoville, Kentucky, 1931–33; High School Teacher, Burning Springs, Kentucky, 1933-34, Manchester, Kentucky, 1934–36.

Webster, Franklin, A. B., Eastern, 1933.

Weisenberg, Mrs. L. B., Jr.* (nee Dellah Marie Coates), A. B., Eastern, 1933.

Weisenburg, Mrs. Elise Million (nee Elise Million), A. B., Eastern, 1931; Special Study in Commerce, Eastern, Kentucky Teachers College, 1932-33. Stenographer, Richmond, Kentucky, 1933–36.

Welch, Lawrence V., A. B.. Eastern, 1931. High School Teacher, Oxford, Kentucky, 1931-32, Sadieville, Kentucky, 1932-33.

Wells, Lillian Jackson, A. B., Eastern, 1926; B. S., West Tennessee Teachers College, 1934. Grade School Principal, Jessamine County, Kentucky, 1926-27; High School Principal, Vicco, Kentucky, 1927-28; High School Teacher, Largo, Florida, 1928–30; Clerical Work, Boston, Massachusetts, 1930-31; Salesman, Frontier Printing Company, Boston, Massachusetts, 1931-32; Grade School Principal, Dell, Arkansas, 1932-33; High School Teacher, Memphis, Tennessee, 1933-34; Teacher, Vocational School, Tullahoma, Tennessee, 1935.

Wells, Mrs. Marion Terrill, A. B., Eastern, 1928. High School Teacher, Richmond, Kentucky, 1930-31; Deputy Circuit Clerk, Madison County, Kentucky, 1932–34; Stenographer, Madison County Circuit Court, 1934–36.

Wells, Thelma K., B. S., Eastern, 1933. Stenographer, Richmond, Kentucky, 1933-34; F. E. R. A. Teacher, Richmond, Kentucky, 1934-35; High School Teacher, Kirksville, Kentucky, 1935-36.

Wheatley, Ruth Wayne, B. S., Eastern 1935. High School Teacher, Shepherdsville, Kentucky, 1935-36.

Wheeldon, Cecil G., A. B., Eastern, 1931. High School Principal, McKinney, Kentucky, 1931–36.

Wheeler, Allie Hendren, A. B., Eastern, 1926. Teacher, Garrard, Perry, Madison Counties, Kentucky, 1908–24.

White, Bessie Mae, A. B., Eastern, 1926. High School Principal, Oddville, Kentucky, 1926-27; Grade Teacher, Pineville, Kentucky, 1927-28, Covington, Kentucky, 1928–36.

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* Deceased.

White, Fay, A. B., Eastern, 1935. High School Teacher, Boyd County, Kentucky, 1935-36.

White, Frances L. (See Brackett, Mrs. Ben).

White, Gleala, B. S., Eastern, 1932; Graduate Student, University of Kentucky, 1934. Grade School Principal, Cuzick, Kentucky, 1932–34, Valley View, Kentucky, 1934–36.

White, J. J., A. B., Eastern, 1930; Graduate Student, University of Kentucky, 1931, 1934. High School Teacher, California, Kentucky, 1930–36.

White, J. Taylor, Jr., A. B., Eastern, 1933; B. S., Eastern, 1934; Graduate Student, Peabody College, 1935.

White, Mary Mildred (See Rigsby, Mrs. Mildred White).

White, P. J., A. B., Eastern, 1928. Teacher, Mercer County, Kentucky, 1925–31.

White, Sara Margaret, B. S., Eastern, 1934; A. B., Eastern, 1935.

Whitehouse, Elmer Clay, B. S., Eastern, 1931. Farmer, 1932-33; Employee, Brown & Williamson Tobacco Company, Louisville, Kentucky, 1934–36.

Whitenack, Rachel Minor, B. S., Eastern, 1935. Teacher, Kenton County, Kentucky, 1935-36.

Whittaker, Rawdy, A. B., Eastern, 1931; Graduate Student, University of Kentucky, 1934, 1935. High School Principal, Cumberland, Kentucky, 1931-32, Cornishville, Kentucky, 1932–36.

Wiggins, Ernest Theodore, B. S., Eastern, 1935. Shipping Clerk, Wiggins Chemical Company, Cincinnati, Ohio, 1935-36.

Wilder, Andrew Howard, B. S., Eastern, 1934.

Wiley, Ellis, B. S., Eastern, 1933. Grade Teacher, Boyd County, Kentucky, 1933–36.

Williams, Granville Baker, B. S., Eastern, 1933; Graduate Student, University of Tennessee, 1934. High School Principal, Waynesburg, Kentucky, 1934–36.

Williams, Mabel, A. B., Eastern, 1933. High School Teacher, Ashland, Kentucky, 1932–36.

Willoughby, Beulah, A. B., Eastern, 1927. Teacher, Breathitt, Knott Counties, Kentucky.

Willoughby, Hortense, A. B., Eastern, 1930. High School Teacher, Richmond, Kentucky, 1930–36.

Willoughby, Thelma, A. B., Eastern, 1934.

Wilson, Albert, A. B., Eastern, 1928; Graduate Student, University of Kentucky, 1932. Salesman, Johnson Motor Company, Richmond, Kentucky, 1931; High School Teacher, Newby, Kentucky, 1931-32, Campton, Kentucky, 1932-33; Farmer, Madison County, Kentucky, 1933–36.

Wilson, Ben F., B. S., Eastern, 1933; M. B. A., Boston University, 1934. Accountant, Hartshorn & Walter, Boston, Massachusetts, Summer, 1934; Instructor, Military Academy, Gulfport, Mississippi, 1934-35; Accountant, Humphrey Robinson & Company, Louisville, Kentucky, 1935-36.

Wilson, Huldah F. (See Schatzman, Mrs. C. E.).

Wilson, Leland, B. S., Eastern, 1934; Graduate Student, University of Kentucky, 1934-35. High School Teacher, Harlan, Kentucky, 1935-36.

Wilson, Maude (See Holtzclaw, Mrs. J. B.).

Wilson, Mrs. V. C., B. S., Eastern, 1933.

Wilson, Vernon C., B. S., Eastern, 1932. Grade School Principal, Prestonsburg, Kentucky, 1932–35; High School Teacher, Wheelwright, Kentucky, 1935-36.

Wimble, Blanche, A. B., Eastern, 1934. Grade Teacher, Danville, Kentucky, 1934-35; Assistant to Dr. M. E. Huffman, Dentist, Danville, Kentucky, 1935-36.

Winburn, Hobert, A. B., Eastern, 1929; Graduate Student, University of Kentucky, 1931, 1932. High School Teacher and Coach, Virgie, Kentucky, 1929–36.

Womack, Dorothy, A. B., Eastern, 1932; Graduate Student, Ohio State University, 1935. Grade Teacher, Ashland, Kentucky, 1932–36.

Womack, Lillian Agnes, A. B., Eastern, 1931. Grade Teacher, Ashland, Kentucky, 1931–36.

Wood, Jesse H., B. S., Eastern, 1928; M. A., University of Tennessee, 1929; Graduate Student, University of Chicago, 1930, University of North Carolina, 1935. Instructor, University of Tennessee, 1929–36.

Word, Carroll Emerson, A. B., Eastern, 1926; Graduate Student, University of Kentucky, 1931, 1932. High School Teacher and Coach, Augusta, Kentucky, 1926–36.

Work, Charles, B. S., Eastern, 1931; M. D., Vanderbilt University, 1935.

Wright, Ray, B. S., Eastern, 1931; M. A., University of Kentucky, 1933. Junior Scientific Aid, Aeronautical Laboratory, Langley Field, Hampton, Virginia, 1935-36.

Yager, Katherine Elizabeth, A. B., Eastern, 1926; Graduate Student, Columbia University. Teacher, Oldham County, Kentucky.

Yager, Thomas Clarence, A. B., Eastern, 1928; Graduate Student, University of South Carolina. Teacher, Columbia, South Carolina, 1928–33; Manager, National Reemployment Service, 1933-34; Sales Representative, National Cement Company, Birmingham, Alabama, 1934-35.

Yates, Mrs. C. B. (nee Frona Virginia Smith), A. B., Eastern, 1932.

Young, Alice McClellan, A. B., Eastern, 1931.

Young, Frances Arline, B. S., Eastern, 1933; M. A., Ohio University, 1935; Graduate Student, University of Kentucky, 1934. Supervisor of Teacher Training, Caney Junior College, Pippapass, Kentucky, 1933-34; Supervisor of Primary Schools, Covington, Kentucky, 1935-36.

Young, Ernest Irvine, B. S., Eastern, 1935. High School Teacher and Coach, Beattyville, Kentucky, 1935-36.

Zachary, Mrs. John L. (nee Kathleen Allen), B. S., Eastern, 1935. Grade Teacher, Liberty, Kentucky, 1935-36.

Zachary, John L., B. S., Eastern, 1934. Grade Teacher, Casey County, Kentucky, 1934–36.

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# COLLEGE SONGS

## ALMA MATER

Hail to thee, our Alma Mater,
Faithful guide of youth,
Holding high amid the darkness
Duty, light, and truth;
Still above, the skies attend thee,
Still thy stately columns stand,
Still thy sons and daughters love thee,
Sing thy praises o'er the land.

All the earth's resplendent beauty
Nature gathered here,
Rolling lawns and trees and grasses
On thy hillsides fair;
Happy days within thy shadow,
Friends and comrades we have won,
Fill our hearts with exaltation
For thy work so nobly done.

When, beloved Alma Mater,
Memory recalls
Other days of youth and laughter
In thy gracious halls;
When thy sons and daughters scattered
Turn again to thee,
Still thy lamp is brightly lighting
Us afar, that we may see.

—Words by Nancy Evans
—Music by Jane Campbell

## MARCHING SONG

### Verse

March on, oh Eastern sons
And her co-eds so fair,
For the glory of Eastern this song rings true;
We shall go marching on the way for you.
Defeat or victory, to old Eastern this song we sing;
March! March on, while singing our song,
On and on together.

### Chorus

Maroon and white is waving,
And our joyful voices praise thee.
On and on, our marching song
Is "Fight, fight, maroon and white", for we shall sing:
Oh, Eastern will shine tonight, Eastern will shine.
On and on, for this is our marching song.
Maroon and white we love you.
Don't give up until we conquer,
March on together, march on forever,
For Eastern—March on, march on.

—Helen Hull Lutes

## YEA EASTERN!

Yea! Eastern, let's win this fight!
Rally, maroon and white!
We've got the spirit, you've got the speed;
These two with grit are all that we need.

So! Carry and pass that ball!
Show them our boys beat all!
Show them we're right with main and might;
The way to win is fight! fight! fight!

—Words by Mary K. Burns
—Music by Helen Hull Lutes